



**Charters Towers  
State High School**

# **Student Code of Conduct**

## **2024-2026**

### ***Every student succeeding***

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

*Queensland Department of Education  
State Schools Strategy 2019-2023*

## Purpose

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

The Charters Towers 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 members of our 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.

## Contact Information

Postal address: PO Box 234	Charters Towers City QLD 4820
Phone:	07 4754 6555
Email:	<a href="mailto:enquiries@charterstowersshs.eq.edu.au">enquiries@charterstowersshs.eq.edu.au</a>
School website address:	<a href="http://www.charterstowersshs.eq.edu.au">www.charterstowersshs.eq.edu.au</a>
Contact Person:	Anna Osborn (Principal)

## Endorsement

Principal Name: **Anna Osborn**

Principal Signature:



Date: 20/02/2024

P/C President and-or School Council Chair  
Name: **Jason Connolly**

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



Date: 20/02/2024

# Contents

Purpose	2
Principal's Foreword	4
P&C Statement of Support	5
School Captains' Statement	6
Consultation	7
Data Overview	8
School Opinion Survey	8
School Disciplinary Absences (SDA)	9
Learning and Behaviour Statement	10
<i>Multi-Tiered Systems of Support</i>	10
<i>Proactive Strategies</i>	11
<i>Consideration of Individual Circumstances</i>	12
<i>Student Wellbeing</i>	12
<i>Student Support Network</i>	14
Whole School Approach to Discipline	16
<i>PBL Expectations</i>	16
<i>Student Expectations Matrix</i>	19
<i>Differentiated and Explicit Teaching</i>	20
<i>Focussed Teaching</i>	20
<i>Intensive Teaching</i>	21
<i>Student Engagement Plan</i>	22
Legislative Delegations	23
Disciplinary Consequences	24
<i>School Disciplinary Absences</i>	27
<i>Behaviour which may result in disciplinary consequences</i>	29
<i>Behaviour Management Flowchart</i>	34
School Policies	35
<i>Temporary removal of student property</i>	35
<i>Use of mobile phones and other devices by students</i>	37
<i>Safe, Responsible and Respectful Online</i>	39
<i>Preventing and responding to bullying</i>	40
<i>Bullying response flowchart for teachers</i>	43
<i>Cyberbullying</i>	44
<i>Anti-Bullying Contract</i>	47
<i>Appropriate use of social media</i>	48
<i>Appropriate use of social media</i>	48
<i>Uniform Policy</i>	49
<i>Jewellery/Cosmetics Policy</i>	51
Restrictive Practices	51
Critical Incidents	52
Related Procedures and Guidelines	53
Resources	53
Conclusion	54

# Principal's Foreword

## Our Vision and Values

Charters Towers State High School has a long and proud tradition of providing high quality education to students from across the North Queensland Region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

**Our vision** is to inspire our students and community to flourish and make a positive difference through innovative teaching and learning.

**Our values** are positive regard, respect and kindness.

**Our agreements** are to support each other, be active listeners and lead learners.

Charters Towers State High School has three **core values**:

- Be Safe** We look out for ourselves and one another by making responsible choices and creating a secure environment for everyone.
- Be Respectful** We are accountable for our actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment.
- Be a Learner** We engage actively in our studies, ask thoughtful questions, and strive for continuous academic growth by embracing challenges and seeking new understandings.

Staff at Charters Towers State High School take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for learning. Our Student Code of Conduct provides an overview of the school's local policies, including mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught expected behaviours. Finally, it details the possible consequences that may apply when students breach these expected standards of behaviour, including the use of suspension or exclusion.

I thank the teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together. Your interest and views, shared through the process of developing this document, have been invaluable in ensuring that it provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Anna Osborn  
Principal





## P&C Statement of Support

As president of the Charters Towers State High School P&C Committee, I am proud to support the Student Code of Conduct. The inclusive, transparent consultation process, led by our principal and her team, has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Charters Towers State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students at the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Charters Towers State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue that requires all of us to take action, and its effects can be especially devastating for our young people. It is important that every parent and child of Charters Towers State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Charters Towers State High School Student Code of Conduct, and the role of families in supporting the behavioural expectations of students, are welcome to contact myself or to join the Charters Towers State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Jason Connolly  
P&C President



## School Captains' Statement

On behalf of the student body at Charters Towers State High School, we endorse the Student Code of Conduct for 2024.

We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting our lives at school.

Throughout the year, we have worked with the school administration team and the Charters Towers State High School P&C Association on how the Student Code of Conduct is currently working, identify areas for improvement and presenting alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their Year Level Representative, however you are also invited to approach any of us directly.

**School Captain:** Layla Gossage

**Date:** 16/11/2023

**School Captain:** Annaliese Koch

**Date:** 16/11/2023

**School Captain:** Riley Beare

**Date:** 16/11/2023

**School Captain:** Jordan Mathieson

**Date:** 16/11/2023



## Consultation

The consultation process used to inform the development of the Charters Towers State High Student Code of Conduct occurred in four phases.

### Phase 1 – Survey

A survey to all staff, parents and students on school culture and climate. The survey included key themes based on School Review findings, School Opinion Survey and current school behaviour plan. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving our positive culture for learning and wellbeing.

### Phase 2 – Face-to-face Consultation with Staff

Activity 1 Review the Learning, Engagement and Wellbeing Statement

Activity 2 Review the Whole School Approach to Discipline

Activity 3 Review the Disciplinary Consequences. Alignment with the Student Code of Conduct Level 1 – 4 Matrix (current).

Activity 4 Group rotations to review School Policies and Procedures:

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

### Phase 3 – Draft Student Code of Conduct

A draft Student Code of Conduct was distributed for comment to all members of the school community (October 2023).

### Phase 4 – Final Student Code of Conduct

A final version of the Student Code of Conduct was created taking into consideration the suggested changes and feedback. This was presented at the P&C Association meeting for endorsement (February 2024).

Finally, a communication strategy has been developed to support the implementation of the Charters Towers State High School Student Code of Conduct including parent information evenings, promotion through school website, Facebook and emails to parents. Any families who require assistance to access a copy of the Charters Towers State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### Review Statement

The Charters Towers State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A thorough review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and leaders. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- Parents;
- Students;
- Staff;
- Principals.

## School Opinion Survey

### Parent/Caregiver Survey:

Percentage of parents/caregivers who agree <sup>1</sup> that:	2021	2022	2023
This is a good school.	61.9%	80.8%	69.2%
My child likes being at this school. <sup>2</sup>	71.9%	75.9%	56.6%
My child feels safe at this school. <sup>2</sup>	64.6%	75.9%	64.8%
My child's learning needs are being met at this school. <sup>2</sup>	66.7%	75.9%	63.5%
My child is making good progress at this school. <sup>2</sup>	70.3%	74.5%	70.0%
Teachers at this school expect my child to do his or her best. <sup>2</sup>	87.3%	88.9%	86.0%
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	73.0%	84.6%	72.5%
Teachers at this school motivate my child to learn. <sup>2</sup>	68.3%	81.1%	65.4%
Teachers at this school treat students fairly. <sup>2</sup>	59.7%	81.1%	67.9%
I can talk to my child's teachers about my concerns. <sup>2</sup>	75.4%	87.0%	79.6%
This school works with me to support my child's learning. <sup>2</sup>	63.1%	80.0%	66.7%
This school takes parents' opinions seriously. <sup>2</sup>	50.8%	82.6%	65.2%
Student behaviour is well managed at this school. <sup>2</sup>	40.0%	61.1%	50.9%
This school looks for ways to improve. <sup>2</sup>	64.4%	89.8%	71.4%
This school is well maintained. <sup>2</sup>	71.0%	86.8%	74.0%

#### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.



## Student Survey:

Percentage of students who agree <sup>1</sup> that:	2021	2022	2023
I like being at my school. <sup>2</sup>	57.1%	35.6%	41.7%
I feel safe at my school. <sup>2</sup>	66.7%	56.3%	46.2%
My teachers motivate me to learn. <sup>2</sup>	73.5%	62.3%	53.8%
My teachers expect me to do my best. <sup>2</sup>	89.2%	90.2%	100.0%
My teachers provide me with useful feedback about my school work. <sup>2</sup>	80.2%	65.6%	58.3%
Teachers at my school treat students fairly. <sup>2</sup>	57.8%	63.5%	38.5%
I can talk to my teachers about my concerns. <sup>2</sup>	61.8%	46.6%	53.8%
My school takes students' opinions seriously. <sup>2</sup>	51.5%	56.5%	30.8%
Student behaviour is well managed at my school. <sup>2</sup>	30.4%	42.2%	23.1%
My school looks for ways to improve. <sup>2</sup>	70.3%	78.3%	41.7%
My school is well maintained. <sup>2</sup>	62.9%	48.3%	27.3%
My school gives me opportunities to do interesting things. <sup>2</sup>	64.7%	62.7%	66.7%

### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

## Staff Survey:

Percentage of staff who agree <sup>1</sup> that:	2021	2022	2023
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	87.9%	87.9%	89.3%
I enjoy working at this school. <sup>2</sup>	86.7%	84.0%	76.9%
I feel this school is a safe place in which to work. <sup>2</sup>	77.8%	89.8%	77.5%
I receive useful feedback about my work at this school. <sup>2</sup>	65.9%	82.0%	70.0%
Students are encouraged to do their best at this school. <sup>2</sup>	90.9%	96.0%	89.7%
Students are treated fairly at this school. <sup>2</sup>	74.4%	90.0%	87.2%
Student behaviour is well managed at this school. <sup>2</sup>	36.4%	78.0%	38.5%
Staff are well supported at this school. <sup>2</sup>	61.4%	80.0%	62.2%
This school takes staff opinions seriously. <sup>2</sup>	78.0%	86.0%	66.7%
This school looks for ways to improve. <sup>2</sup>	88.1%	94.0%	92.5%
This school is well maintained. <sup>2</sup>	60.5%	78.0%	65.8%
This school gives me opportunities to do interesting things. <sup>2</sup>	68.2%	83.3%	78.9%

### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension. The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

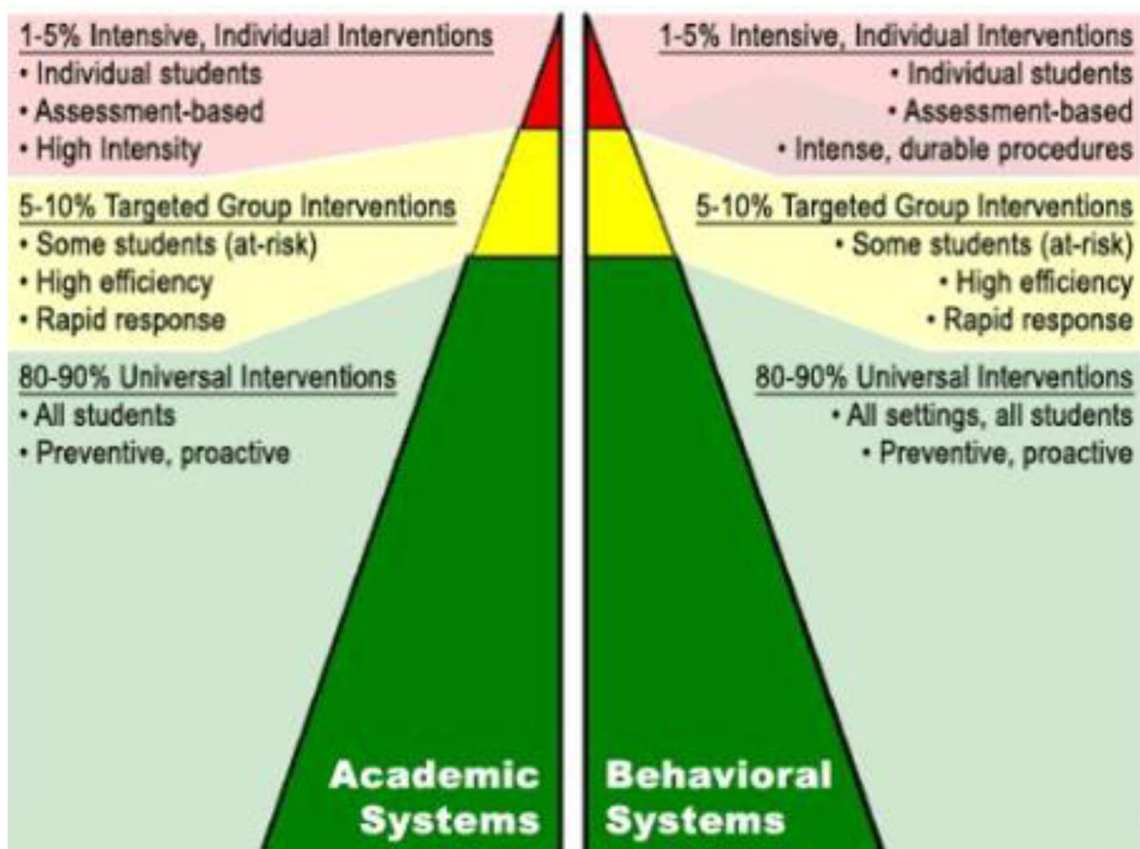
CHARTERS TOWERS STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2021	2022	2023
Short Suspensions – 1 to 10 days	222	164	145
Long Suspensions – 11 to 20 days	12	10	11
Charge Related Suspensions	0	0	0
Exclusion	4	1	6

## Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

### Multi-Tiered Systems of Support

Charters Towers State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



## Proactive Strategies

<b>Whole School (Tier 1)</b>	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both Australian and SATE Curriculum (including the personal and social capabilities curriculum) and Charters Towers State High School's expectations. This involves:</p> <ul style="list-style-type: none"> <li>• quality assured curriculum delivered at level;</li> <li>• teaching behaviours relevant to a range of settings;</li> <li>• consistently addressing student behaviours, while taking developmental norms, behavioural function and individual circumstances into account;</li> <li>• providing reminders and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements may be made.</li> </ul>
<b>Targeted (Tier 2)</b>	<p>Targeted instruction and support for <b>some students</b> (10-15%) are more intense than whole school services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Targeted supports build on the explicit teaching provided to the whole school and may prevent the need for more intensive interventions. Targeted supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the relevant curriculum or particular aspects of skills development. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations;</li> <li>• support is provided by relevant support staff based on student needs;</li> <li>• variations within each intervention are limited;</li> <li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li> </ul>
<b>Intensive (Tier 3)</b>	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis and could include alternate educational pathways at school.</p> <p>Intensive supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour;</li> <li>• TEACH the student an acceptable replacement behaviour;</li> <li>• REINFORCE the student's use of the replacement behaviour;</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Intensive supports exist along a continuum. Many students can benefit from a simple behavioural assessment that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive assessment that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive assessment and wraparound plan that may include personnel from outside agencies and rigorous problem-solving procedures. Some students may participate in Dialectic Behaviour Therapy to change behavioural patterns. These students will be identified by the wellbeing team and Deputy Principals.</p>

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our 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.

## Student Wellbeing

Charters Towers State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [K–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Charters Towers State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

### **Policy and expectations**

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

#### *Drug education and intervention*

Charters Towers State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Charters Towers State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

Charters Towers State High School 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, the school can 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.

Charters Towers State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Charters Towers State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).



### *Suicide prevention*

Charters Towers State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Charters Towers State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone;
- their safety and the safety of other students and staff is maintained;
- students receive appropriate support immediately;
- parents are advised;
- all actions are documented and reported.

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Charters Towers State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Charters Towers State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

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

Staff in the Wellbeing Hub are available throughout the school day to support individual students and coordinate programs designed to support groups of students. Our HOSSES and Teacher Aides work from B15 to provide a calm, quiet environment for students with additional learning requirements. The Flexi Program provides proactive reengagement strategies through an holistic academic program for targeted groups of junior students.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department Student Services on the school phone number.

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 Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Role	What they do
Chaplain	Provides group support to students to assist their engagement with education, social/emotional/physical wellbeing. Supports students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>relationships/social skills;</li> <li>conflict with family/peers/teachers.</li> </ul>
Community Education Counsellor	Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Deputy Principals	Responsible for student welfare at each year level. Can be contacted for student bullying/harassment. Provide continuity of contact for students and their families. Ensure students feel safe, comfortable and want to come to school. Nurtures a sense of belonging in the year level and school.
Guidance Officer	Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. Assists students with specific difficulties, acting as a mediator or providing information on other life skills. Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department Student Services	Leadership of Student Support Network to promote an inclusive, positive school culture. Monitors student attendance, behaviour and academic data to identify areas of additional need, arranging intervention as required. Coordinates transition to secondary for students moving from Year 6 to 7. Lead role for implementation of Positive Behaviour for Learning (PBL).
School-Based Youth Health Nurse	Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>healthy eating and exercise;</li> <li>relationships;</li> <li>personal and family problems;</li> <li>feeling sad, worried and angry;</li> <li>sexual health;</li> <li>smoking, alcohol and other drugs.</li> </ul>
Registered Nurse	Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Year Level Coordinators	Responsible for student welfare at each year level. Provides continuity of contact for students and their families through the six years of schooling. Ensures students feel safe and comfortable and want to come to school. Nurtures a sense of belonging to the PEC class, year level and school.
Youth Support Coordinators	Provide individual and, at times, group support to students to assist their engagement with education and training. support students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>attendance at school;</li> <li>drug and alcohol support needs;</li> <li>QCE/learning support;</li> <li>relationships/social skills;</li> <li>conflict with family/peers/teachers;</li> <li>social/emotional/physical wellbeing.</li> </ul>

## Whole School Approach to Discipline

Charters Towers State High School uses Positive Behaviour for Learning (PBL) 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 Charters Towers 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 Charters Towers State High School Student Code of Conduct is an opportunity to explain the PBL 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 PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

### PBL 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 five Positive Behaviour for Learning (PBL) expectations in place for students, being Thoughtful, Responsible, Accountable, Co-operative and Kind (TRACK).

#### Students

Below are examples of what these PBL 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 Charters Towers State High School.

	Name: _____
	Year: _____
	<input type="checkbox"/> Be safe
	<input type="checkbox"/> Be respectful
	<input type="checkbox"/> Be a learner
#Statehighproud	

Thoughtful	Responsible
<ul style="list-style-type: none"> <li>• Listen to fellow students' questions in class</li> <li>• Put rubbish in the bins provided</li> <li>• Use G rated language at school</li> <li>• Keep your mobile phone turned off and out of sight during the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared for class</li> <li>• Complete your homework and assignments on time</li> <li>• Follow teacher directions without argument</li> <li>• Ask for help when you need it</li> </ul>
Accountable	Co-operative
<ul style="list-style-type: none"> <li>• Do your own work</li> <li>• Learn from your mistakes</li> <li>• Hand in items you find to the teacher</li> <li>• Be honest</li> </ul>	<ul style="list-style-type: none"> <li>• Look for opportunities to help others</li> <li>• Take different roles for group work activities</li> <li>• Respect others space and belongings</li> <li>• Encourage fellow students to do their best</li> </ul>
Kind	
<ul style="list-style-type: none"> <li>• Say "please" and "thank you"</li> <li>• Stick up for someone who needs it</li> <li>• Make a new friend</li> <li>• Give someone a compliment</li> </ul>	



**Charters Towers State High School**

**We are Safe:**

- I keep my hands and feet to myself.
- I am at the right place at the right time.

**We are Respectful:**

- I follow all instructions promptly.
- I use polite and appropriate language.

**We are Learners:**

- My electronic devices are 'away for the day'.
- I stay on task and work to the best of my ability.

## Parents and staff

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

### Thoughtful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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.

### Accountable

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

### Co-operative

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
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.

### Kind

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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 notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.



## Student Expectations Matrix

Every classroom in our school sets clear expectations based on the Student Expectation Matrix, illustrated below, as a basis for developing their behaviour standards. Using this, 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 used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

At Charters Towers State High School all students are expected to:

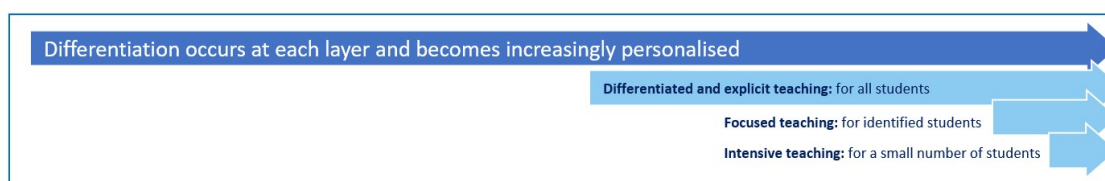
SCHOOL EXPECTATIONS	EXPECTED BEHAVIOUR
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>• Adhere to the school attendance policy.</li> <li>• Be on time and ready to learn.</li> <li>• Be prepared for the lesson with the correct books, pencil case, equipment and diary.</li> <li>• Listen carefully to the teacher's instructions and expectations.</li> <li>• Complete all required work and stay on task.</li> <li>• Take an active role in class; actively and positively participating in all activities.</li> <li>• Ask for feedback from the teacher and respond positively and record ways to improve.</li> <li>• Track your academic results and progress.</li> <li>• Set challenging targets to improve.</li> <li>• Meet all assessment requirements by using time management (ECP and Due Date).</li> <li>• Be an effective problem-solver.</li> <li>• Be proud of yourself, encourage and support others to improve.</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Adhere to the school uniform policy and wear your school uniform with pride.</li> <li>• Respect yourself, your right to learn and be respectful, truthful, courteous and considerate.</li> <li>• Use appropriate, respectful language and manner when interacting with school staff and other students.</li> <li>• Respect other students' right to learn and be a respectful listener.</li> <li>• Demonstrate tolerant and accepting behaviours when interacting with peers and staff.</li> <li>• Respect individual differences.</li> <li>• Respect teachers by listening carefully and following expectations.</li> <li>• Respond promptly and politely to teacher requests and directions.</li> <li>• Respect the classroom, school and community environment.</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Use resources safely and respectfully.</li> <li>• Exercise self-control and restraint.</li> <li>• Report problems to a staff member.</li> <li>• Listen to and follow any safety instructions.</li> <li>• Follow school staff instructions promptly.</li> <li>• Take responsibility for what you do and what you say.</li> <li>• Keep walkways clear, clean and litter free.</li> <li>• Support students and assist in keeping them safe by reporting incidents of bullying and harassment.</li> <li>• Encourage friends to resolve problems at the right time, and in a respectful and mature manner.</li> <li>• Respect others by not becoming involved in their problems.</li> </ul>

## Differentiated and Explicit Teaching

Charters Towers 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 Charters Towers 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

## Focused Teaching

Approximately 15% of all 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 Charters Towers State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support;
- require ongoing focussed teaching;
- require intensive teaching.

Charters Towers State High School has a range of Student Support Network 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 the following evidence-informed programs to address specific skill development for some students as required:

- Rhythms to Recovery;
- Rock and Water;
- Cert II Self Awareness;
- Flexible Learning Centre Program.

For more information about these programs, please speak with a member of the wellbeing team.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.





# CHARTERS TOWERS STATE HIGH SCHOOL STUDENT ENGAGEMENT PLAN

## OUR EXPECTATIONS

BE SAFE, BE RESPECTFUL, BE A LEARNER

### WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.



### WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send Students from the room (TTO) with a view later repairing the harm (WITTH).
- We are consistent about the Restorative process, but not always consistent about the outcome.
- Leaders intend to use Affective Interactions with students in one-to-one conversations when conflict or tension arises.
- Wherever possible, School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any internal or external suspension that might be required.
- We solve all problems Restoratively, through the lens of high expectation & high support.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

### RESTORATIVE QUESTIONS

#### FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- What has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

#### FOR THOSE WHO HAVE BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

FIRM

TO

NOT

WITH

FAIR



## Legislative Delegations

### Legislation

In this section of the Charters Towers State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

### Delegations

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

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

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

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



## Disciplinary Consequences

The disciplinary consequences model used at Charters Towers State High School 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.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Charters Towers State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience possible consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent, proportionate to the nature of the behaviour and reflect individual student circumstances. Behaviours, classified as either minor or major, and their associated contact are required to be entered into One School. Major behaviours are referred to the appropriate staff member for support and/or application of consequences.

### Minor and Major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to HODs and/or School Administration.



**Minor** behaviours are those that:

- are minor breaches of the school rules;
- 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 serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or Administration.

**Major** behaviours are those that:

- are part of a pattern of problem behaviours; and/or
- significantly violate the rights of others;
- put others/self at risk of harm; and/or
- require the involvement of Heads of Department and/or School Administration.

**Major** behaviours result in an immediate referral to Heads of Department and/or Administration because of their seriousness. When major a behaviour occurs, staff members must complete a behaviour incident on OneSchool, contact home and refer the incident to the appropriate Head of Department and/or School Administration for action or information.

### **Ensuring consistent responses to problem behaviour**

At Charters Towers State High School, all staff members are provided with professional development in the implementation of Essential Skills for Classroom management. Through this, and the behaviour level system, we work to ensure consistent responses to problem behaviour across the school. Teachers are also provided with the opportunity to be profiled to receive feedback on their management strategies. All staff are provided with training in the support levels at the beginning of each school year. Reminders are provided each term, and staff are provided with the opportunity to meet with Guidance Officers and Deputy Principals to gain specific information about individual student management plans. Intensive student support lists are regularly distributed, and teachers are provided with the plans to assist in managing these students.

## **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. "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
- Class wide 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)
- Detention

### **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
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

### **Intensive**

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student 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 Charters Towers 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 Charters Towers State High School may 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. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to 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, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

## Structure

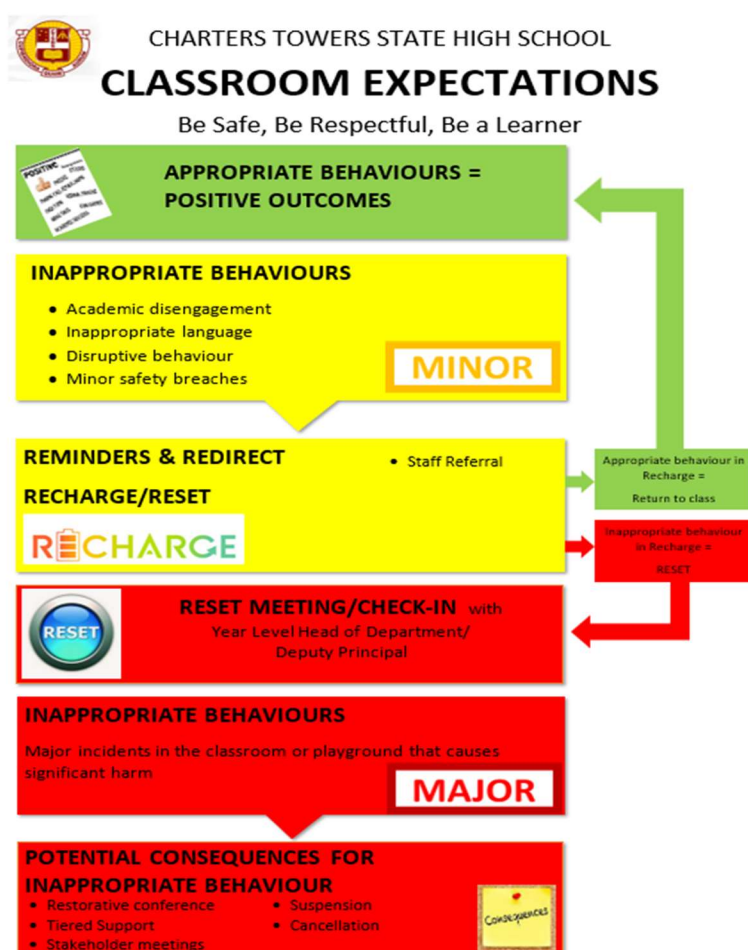
The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making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

## 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.





## Behaviour which may result in disciplinary consequences

Behaviour	Definition	Possible Consequence
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way	<ul style="list-style-type: none"> <li>Detention (with classroom teacher)</li> <li>Removal from the learning environment (e.g. sent to buddy class)</li> <li>Restorative conversation</li> </ul>
		<ul style="list-style-type: none"> <li>Restorative Mediation</li> <li>Self-monitoring sheet</li> <li>Behaviour monitoring card</li> <li>Detention (with Head of Department /Deputy Principal)</li> <li>After school detention</li> <li>Parent /Caregiver letter</li> </ul>
		<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> </ul>
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion	<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>Charge related suspension suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Bullying	The delivery of ongoing, in-person or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling	<ul style="list-style-type: none"> <li>Removal from the learning environment (e.g. sent to buddy class)</li> <li>Restorative chat (student &amp; teacher or student &amp; student)</li> <li>Restorative Mediation</li> <li>Detention (with classroom teacher)</li> </ul>
		<ul style="list-style-type: none"> <li>Behaviour Contract</li> <li>Check-in/Check-out strategy</li> <li>Harassment letter 1</li> <li>Harassment letter 2</li> <li>After school detention (Head of Department /Deputy Principal)</li> </ul>
		<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>Charge related suspension</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Defiance	Student refuses to follow adult directions	<ul style="list-style-type: none"> <li>Detention (with classroom teacher)</li> </ul>
		<ul style="list-style-type: none"> <li>Detention (Head of Department / Deputy Principal)</li> <li>Restorative Agreement</li> <li>Behaviour Contract</li> <li>Restorative Mediation</li> <li>Self-monitoring sheet</li> <li>Behaviour monitoring card</li> <li>Check-in/Check-out strategy</li> <li>Subject withdrawal</li> </ul>

Behaviour	Definition	Possible Consequence
Defiance (cont.)	Student refuses to follow adult directions (cont.)	<ul style="list-style-type: none"> <li>• Withdrawal from all classes</li> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> <li>• Cancellation of enrolment for students older than compulsory school age who refuses to participate in the educational program provided at the school.</li> </ul>
Disrespect	Student delivers socially rude or dismissive messages to adults or students	<ul style="list-style-type: none"> <li>• Detention (class teacher)</li> <li>• PGD Detention</li> <li>• Parent /Caregiver letter</li> </ul> <ul style="list-style-type: none"> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Restorative Agreement</li> <li>• Behaviour Contract</li> <li>• Restorative Mediation</li> <li>• Self-monitoring sheet or Behaviour monitoring card</li> <li>• Check-in/Check-out strategy</li> <li>• Subject withdrawal</li> </ul> <ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> <li>• Cancellation of enrolment for students older than compulsory school age who refuses to participate in the educational program provided at the school.</li> </ul>
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour	<ul style="list-style-type: none"> <li>• Detention (with classroom teacher)</li> </ul> <ul style="list-style-type: none"> <li>• Behaviour Contract</li> <li>• Restorative Mediation</li> <li>• Self-monitoring sheet or Behaviour monitoring card</li> <li>• Check-in/Check-out strategy</li> <li>• Subject withdrawal</li> <li>• Exit to Head of Department or Buddy Class</li> <li>• After school detention (Head of Department / Deputy Principal)</li> </ul> <ul style="list-style-type: none"> <li>• Withdrawn to office</li> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> <li>• Cancellation of enrolment for students older than compulsory school age who refuses to participate in the educational program provided at the school.</li> </ul>
Dress code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school and endorsed by the P&C	<ul style="list-style-type: none"> <li>• Detention (Year Level Co-ordinator)</li> <li>• Restorative Agreement</li> <li>• Check-in/Check-out strategy</li> </ul> <ul style="list-style-type: none"> <li>• Detention (Deputy Principal)</li> <li>• Withdrawn from student population (Seniors)</li> </ul> <ul style="list-style-type: none"> <li>• Short Suspension</li> </ul>

Behaviour	Definition	Possible Consequence
Fighting	Student is involved in mutual participation in an incident involving physical violence	<ul style="list-style-type: none"> <li>Restorative Agreement</li> <li>Behaviour Contract</li> <li>Restorative Mediation</li> <li>Physical harassment letter</li> <li>Detention</li> </ul> <ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>Charge related suspension</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics	<ul style="list-style-type: none"> <li>Harassment letter sent</li> <li>Detention/s during breaks</li> <li>After school detention (Head of Department / Deputy Principal)</li> <li>Restorative Agreement</li> <li>Restorative Mediation</li> <li>Check-in/Check-out strategy</li> </ul> <ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>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)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Physical aggression	<p>Student engages in actions involving physical contact with other children where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.)</p> <p>This includes premeditated acts or incitement of other students to undertake physical aggression</p>	<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>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)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Plagiarism / Academic Misconduct (see school Assessment Policy)	Student has signed another person's name and/or claims someone else's work as their own	<ul style="list-style-type: none"> <li>Part /whole assignment not marked</li> <li>Grade adjusted accordingly</li> <li>Not Rated; QCE credit implication</li> </ul> <ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> </ul>

Behaviour	Definition	Possible Consequence
Property misuse	Student engages in misuse of property Behaviour involving throwing objects or using objects in an unsafe manner causing injury	<ul style="list-style-type: none"> <li>Restorative Agreement</li> <li>Restorative Mediation</li> <li>Detention/s during breaks</li> <li>After school detention (Head of Department / Deputy Principal)</li> </ul> <ul style="list-style-type: none"> <li>Temporary removal of student property</li> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>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)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property	<ul style="list-style-type: none"> <li>Detention/s during breaks</li> <li>After school detention (Head of Department / Deputy Principal)</li> <li>Restorative Agreement</li> <li>Restorative Mediation</li> <li>Repair of damage costs</li> </ul> <ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>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)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements in school uniform or on their way to or from school	<ul style="list-style-type: none"> <li>Temporary removal of student property</li> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is under the influence of illegal drugs/substances/ imitations or implements	<ul style="list-style-type: none"> <li>Temporary removal of student property</li> <li>Participation in drug diversion program</li> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Police Involvement</li> <li>Charge related suspension</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>

Behaviour	Definition	Possible Consequence
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students	<ul style="list-style-type: none"> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property	<ul style="list-style-type: none"> <li>• Property returned to student</li> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Restorative Agreement</li> <li>• Restorative Mediation</li> <li>• Check-in/Check-out strategy</li> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Use / possession of combustibles	Student is, or was, in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols)	<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Use / possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm	<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible Police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>



## Behaviour Management Flowchart



### Charters Towers State High School - Behaviour Flowchart

#### Be Safe – Be Respectful – Be a Learner

<b>Proactive Strategies</b>	<ul style="list-style-type: none"> <li>Schoolwide expectations 'Be Safe, Be Respectful and Be a Learner' are displayed and discussed</li> <li>'Positive Learning Environments' posters displayed within classrooms and around the school</li> <li>Individual classroom teachers' expectations are displayed in addition to positive rewards and negative consequences</li> <li>Expectations are referred to often</li> <li>Simplify and breakdown instructions and tasks</li> <li>State the learning and behaviour expectations when introducing a task</li> <li>Give students warning and strategies to work through a change of routine</li> <li>Create predictable routines</li> <li>Demonstrate and model appropriate behaviour</li> <li>Incentives and classroom goals for students to work towards</li> </ul>	
<b>Appropriate Behaviour</b>	<ul style="list-style-type: none"> <li>Mobile phone is off and out of sight (including air pods)</li> <li>Students are prepared and have all the resources ready to go at the beginning of the lesson</li> <li>Follows classroom expectations and the seating plan as set by teacher</li> <li>Respects the learning environment by not consuming food or drink</li> <li>Leaves the classroom clean and tidy</li> <li>Knocks before entering the classroom when late and makes up missed learning time</li> <li>Arrives to class on time and remains in the classroom (asks for permission to leave and uses a Recharge Referral or Out of Class Pass)</li> <li>Prioritises learning</li> <li>Completes all learning tasks to the best of their ability</li> <li>Follows teacher instructions</li> <li>Respects the rights of their classmates to learn</li> <li>Wait to be dismissed by the teacher at the end of the lesson</li> </ul>	<b>Positive rewards</b> <ul style="list-style-type: none"> <li>Positive parent/ guardian phone calls</li> <li>Positive postcards</li> <li>Classroom rewards</li> <li>Celebration days</li> <li>Positive OneSchool certificates</li> <li>Tuckshop vouchers (See DPs)</li> <li>Magic moments (staff can nominate students each week)</li> </ul>
<b>LEVEL 1 Classroom Teacher</b>	<b>Minor Behaviour Incidents</b>	<b>Possible actions</b>
	<ul style="list-style-type: none"> <li>Not engaged in learning</li> <li>Insufficient work or effort in class</li> <li>Exit from class without permission</li> <li>Computer infringement</li> <li>Lesson truancy or lateness</li> <li>Minor verbal conflict between students</li> <li>Inappropriate verbal comments</li> <li>Interrupting teachers' teaching</li> <li>Inappropriate use of class time eg. Eating and drinking in class</li> <li>Walking around the classroom</li> <li>Taking learning resources from other students/staff</li> <li>Constantly talking when teacher is providing instruction</li> <li>Obstructing doorways, improper use of equipment, running through gardens</li> <li>Riding scooters/bikes/skateboards in school grounds</li> <li>Damage to property and/or classroom resources, graffiti or vandalism</li> <li>Not sitting in allocated seating plan</li> </ul> <p><b>Behaviours to be recorded on OneSchool and contact made home (phone before email).</b></p>	<ul style="list-style-type: none"> <li>Redirect students back to learning using the least intrusive strategies first (4D)</li> <li>ESCM</li> <li>De-escalation strategies using the following questions:                             <ol style="list-style-type: none"> <li>What are you doing?</li> <li>What should you be doing?</li> <li>What happens if you do it again?</li> <li>Re-state classroom expectations</li> </ol> </li> <li>Restorative conversation using the following questions:                             <ol style="list-style-type: none"> <li>What happened?</li> <li>What were you thinking about at the time?</li> <li>What have you thought about since?</li> <li>Who has been affected by what you have done?</li> </ol> </li> <li>Lunchtime detentions</li> <li>Community service</li> <li>Recharge Self Referral (noted as contact on OneSchool if required)</li> <li>Recharge Behaviour (Sent to Recharge with work, recorded on OneSchool and contact made home)</li> </ul>
<b>LEVEL 2 Head of Department</b>	<b>Minor and Major Behaviour Incidents</b>	<b>Possible actions</b>
	<p><b>Year Level HOD</b></p> <ul style="list-style-type: none"> <li>Continued and ongoing Level 1 behaviours (pattern of behaviour over multiple lessons)</li> <li>Accessing out of bound areas</li> <li>Using mobile phone in class</li> <li>Verbal Misconduct (Inappropriate Abusive Language) towards other students and staff</li> <li>Harassment and Bullying</li> <li>Swearing directly at students</li> <li>Aggression towards other students and staff</li> <li>Property Misconduct</li> <li>Dangerous objects or banned items (such as ....)</li> <li>Student Dress Code – Persistent Refusal</li> <li>Pattern of Truancy</li> <li>Disruption during an exam</li> <li>Breach of safety expectations as stated by classroom teachers in the lab</li> </ul> <p><b>Curriculum HOD</b></p> <ul style="list-style-type: none"> <li>Failure to submit assessment task (drafts and final)</li> <li>Cheating during a test or exam</li> </ul> <p><b>HODs will refer behaviour to relevant DP if required.</b></p>	<ul style="list-style-type: none"> <li>Restorative Conversations</li> <li>Manage and work through the behaviour with the student</li> <li>Detentions (lunchtime or after school)</li> <li>RESET</li> <li>Tiered support</li> <li>Check - In processes</li> <li>Contact parent/carers &amp; arrange further monitoring – meeting</li> <li>Attendance and/or behaviour cards</li> <li>Incident reports</li> </ul>
<b>LEVEL 3 Deputy Principal/ Principal</b>	<b>Major Behaviour Incidents</b>	<b>Possible actions</b>
	<ul style="list-style-type: none"> <li>Physically fighting</li> <li>Significant property damage</li> <li>Leaving the school grounds without permission</li> <li>Threats to students and other staff</li> <li>Swearing directly at staff</li> <li>Dangerous items and weapons</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Conference</li> <li>Deputy Principal - Contact &amp; engage with parents</li> <li>Tiered Support</li> <li>Investigation</li> <li>Incident reports</li> <li>Conduct parent or stakeholder meetings</li> <li>Behaviour Support Plan</li> <li>Disciplinary Improvement Plan</li> <li>Health &amp; Wellbeing Support (SYBHN, GO, YSC, CEC, SBPO)</li> <li>Develop Student Plan with stakeholders</li> <li>Suspension</li> <li>Cancellation/Exclusion</li> </ul>

Contact the relevant HOD or DP via phone when incident occurs if it requires immediate support.

## School Policies

Charters Towers 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 Charters Towers 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, 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 Charters Towers 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 Charters Towers 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 Exemplar 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 Charters Towers State High School:

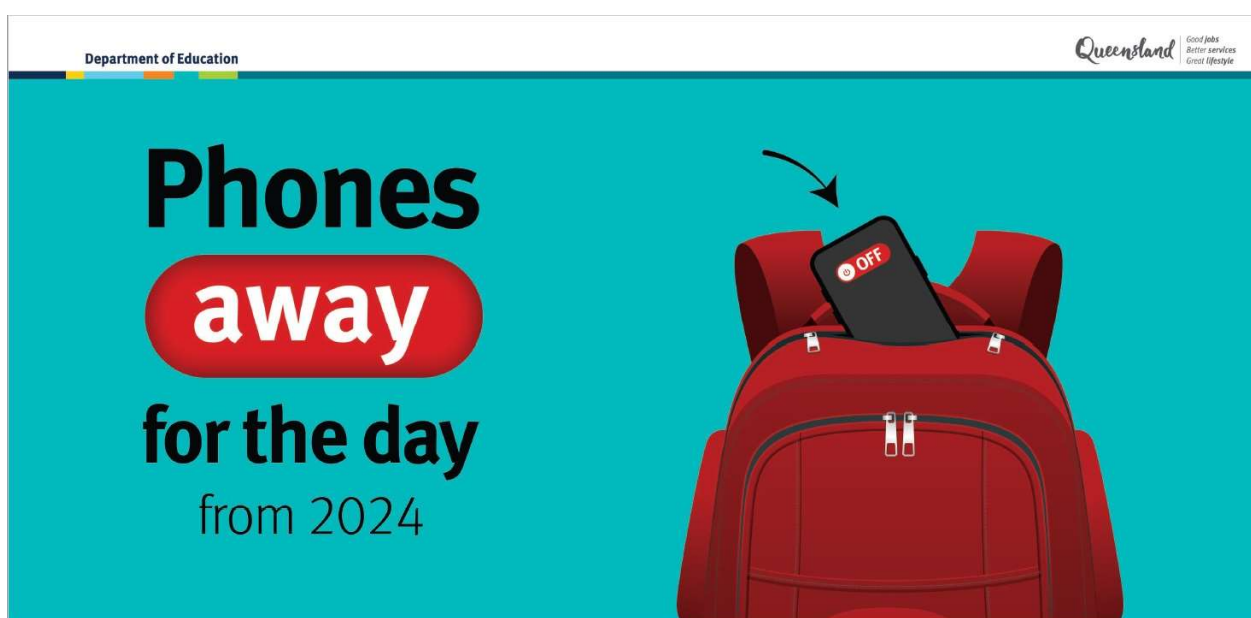
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Exemplar State College Code of Conduct;
  - is illegal;
  - puts the safety or wellbeing of others at risk;
  - does not preserve a caring, safe, supportive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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### 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 Charters Towers State High School to:

- switch off and place the mobile device out of sight between the hours of 9:00 am and 3:00 pm;
- be courteous, considerate and respectful of others when using a mobile device outside of school hours;
- use their mobile phone to make purchases from the Canteen before 9:00 am as long as the phone is subsequently turned off and put away;
- seek approval from administration where there is an urgent need to use a mobile device under special circumstances.

It is **unacceptable** for students at Charters Towers State High School to:

- use a mobile phone or other devices in an unlawful manner;
- use a mobile phone between 9:00 am and 3:00 pm;
- 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;
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments;
- take into or use mobile devices 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 school, will be required to act in line with the requirements of the Charters Towers State High School's 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.



## Safe, Responsible and Respectful Online

### Students at Charters Towers State High School:

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

### General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

### Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for:
  - assigned class work and assignments set by teachers;
  - developing appropriate literacy, communication and information skills;
  - 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 out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning;
- use personal mobile device for private use before or after school;
- seek approval from Administration where they wish to use a mobile device under special circumstances.

## Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner;
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content;
- use of obscene, inflammatory, racist, discriminatory or derogatory language;
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking;
- insult, impersonate, 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-device 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;
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments;
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

## Preventing and responding to bullying

Charters Towers State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe 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.

Charters Towers State High School has a **Student Representative Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Charters Towers State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## 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 Charters Towers State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Charters Towers State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.



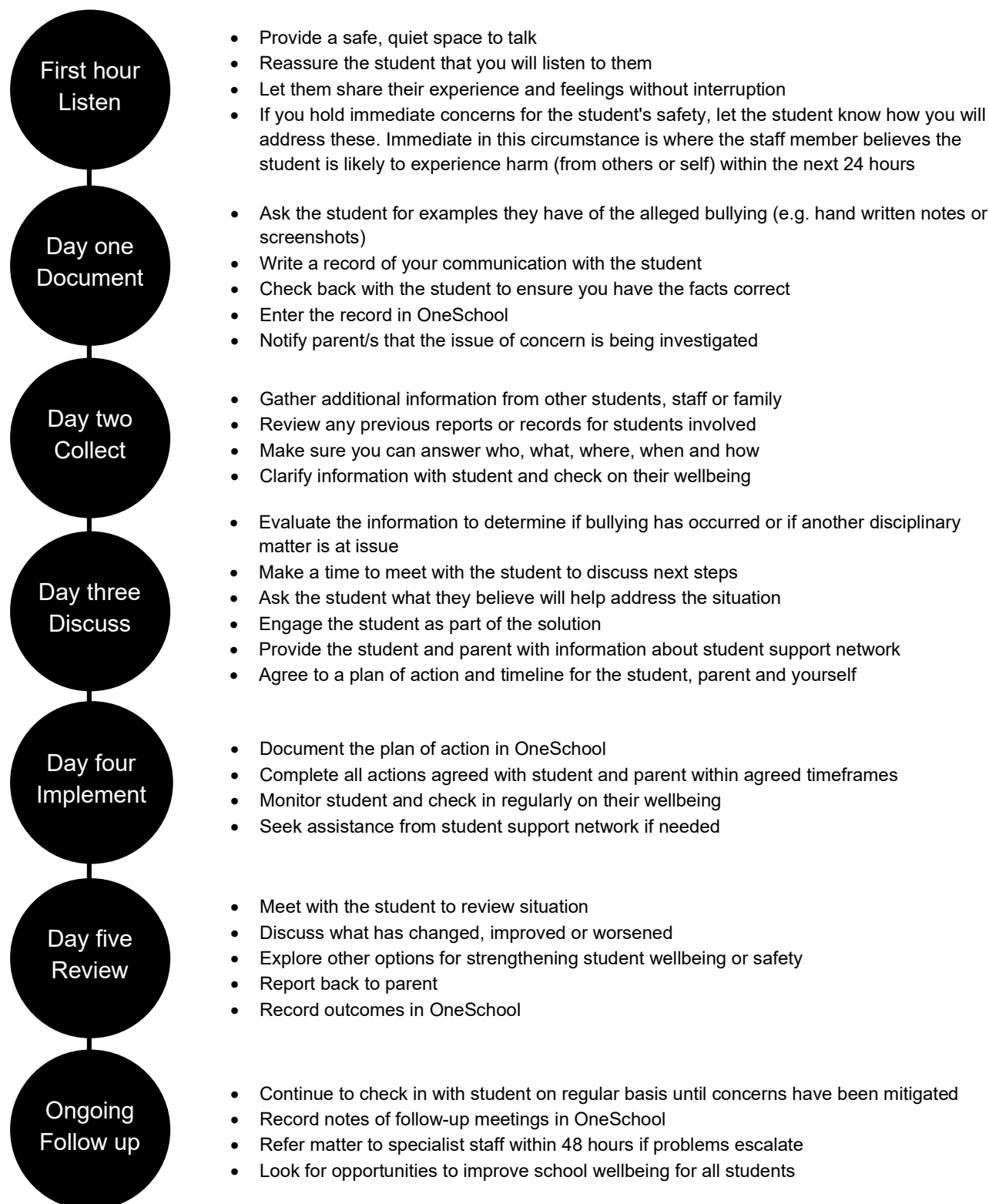
### Charters Towers State High School - Bullying response flowchart for teachers

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:

**Year 7 to Year 12** – PEC teacher, class teacher, Wellbeing Hub or  
Year Level Deputy Principal      07) 4754 6555

## Charters Towers State High School - Bullying response flowchart for teachers





## Cyberbullying

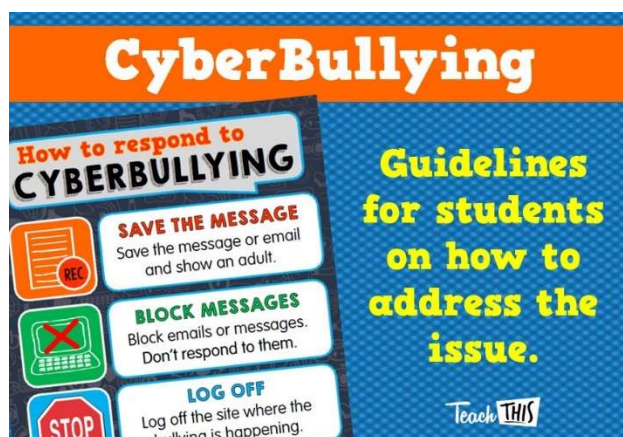
Cyberbullying is treated at Charters Towers State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them 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 the PEC teacher. Deputy Principals, Junior and Senior, can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Charters Towers State High School may face in-school disciplinary action, such as detention or 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.



# Charters Towers State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

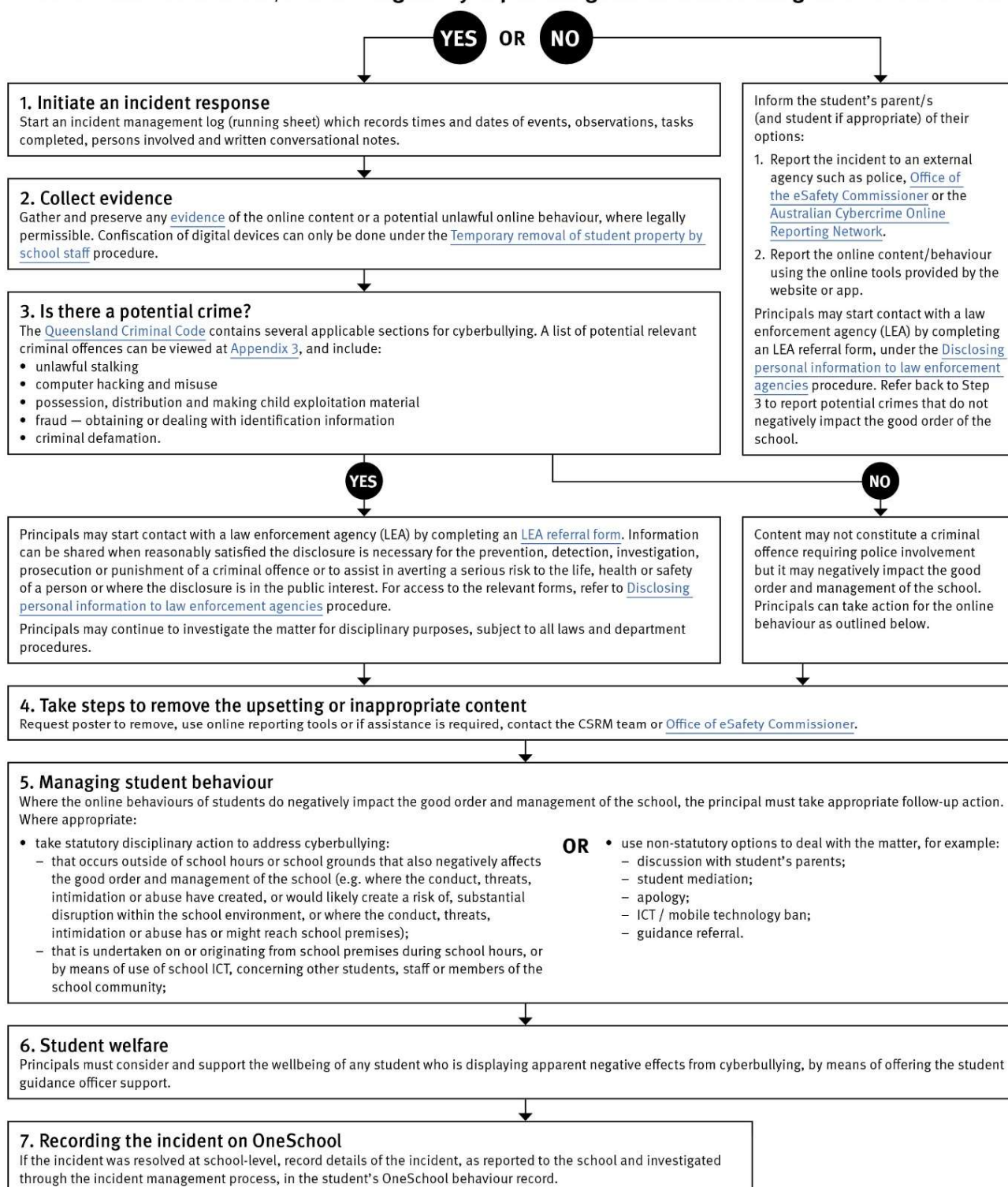
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## Student Intervention and Support Services

Charters Towers State High School 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 Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Charters Towers State High School 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.

The Anti-Bullying Compact provides a clear outline of the way our community at Exemplar State College works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment and may be revisited with individual students if particular problems around bullying arise.



## Charters Towers State High School – Anti-Bullying Contract

We agree to work together to improve the quality of relationships in our community at Charters Towers State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone and improve the quality of the schooling experience so that every student succeeds and flourishes in life.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with positive regard, respect and kindness.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, and/or Deputy Principal and Principal when bullying occurs.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

School representative signature: \_\_\_\_\_

Date: \_\_\_\_\_





## 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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

## What about other people's privacy?

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

## What if I encounter problem content?

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

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

## Uniform Policy

Charters Towers State High School is a "uniform school" because the Parents' and Citizens' Association, consulting with the parents of this school, decided at the outset to support the wearing of school uniforms. The Minister for Education has stated that the advantages of wearing school uniforms include, "developing a sense of belonging to a group, pride in membership of that group and identification of students travelling to and from school". He also stated that "where uniforms are supported by the majority of parents, he would expect all parents to ensure their children wear the school uniform." This is our expectation and we require all parents to support the accepted standard of dress as detailed below, by ensuring that their students wear the correct and appropriate school uniform at all times.

### UNIFORMS – GENERAL

The school uniform is advocated by the school and the P & C Association for the following reasons:

- a) It gives all students a sense of personal pride in their own appearance.
- b) It encourages identification with the school and promotes school spirit.
- c) Distractions caused by variations of dress and grooming are avoided.
- d) Visitors to the school are easily identified.

**FOOTWEAR:** Education Department instructions on safety procedures to be adopted by schools clearly state that students' footwear must provide adequate protection which means **footwear must cover the entire foot**. Footwear such as thongs, open-heeled sandals and openwork shoes shall not be worn by the students. This regulation will be enforced. Students who do not comply will be withdrawn from classes as necessary and appropriate. More stringent rules apply in Workshop/ Laboratory areas and during physical activities.



## THE EVERYDAY SCHOOL UNIFORM IS:

<b>Polo Shirt</b>	Maroon and White
<b>Shorts</b>	Black shorts with logo
<b>Shoes</b>	Closed in shoes

The maroon polo shirt **must** be worn during whole school and formal events

Coloured House Shirts may be worn at other times.



## WINTER UNIFORM

### Slacks and Tracksuit Pants

Plain black slacks or tracksuit pants of fade resistant material may be worn in winter. Jeans or jeggings (no matter what the colour) are not to be worn at any time.

### Pullover and Jacket

A school jacket is available for purchase at Titleys. Alternatively a ***plain black pullover or zip-up jacket*** may be worn in winter.

## FORMAL UNIFORM

The Formal Uniform of the school is distinctive and can be worn by any student, irrespective of their year level, when representing the school. The Formal Uniform of Charters Towers State High School is as follows:

- Maroon Charters Towers State High School Blazer
- White buttoned shirt/blouse
- Black trousers or shorts/skirt
- White socks/nude stockings with black covered shoes
- A school tie may be worn with the formal uniform



### Senior Jersey (Year 12)

This is an optional part of the uniform that may be worn in place of the House Shirt for Year 12 students only.



### Headwear

Baseball/bucket hat styles are acceptable. Hats showing bad taste (language/signs) are not. Students must have a hat on if out in the sun: No hat – no play. Dispensers of sunscreen are available at the office and HPE staffroom if sunscreen is needed.

## UNIFORM – SUN SAFETY

In the interests of sun safety, students must wear a hat to play on the oval or hard courts. Sunscreen is provided for outdoor activities and can be obtained from the office and the HPE staffroom. Shelter in the form of pergolas, shades, trees, and the multi-purpose shelter are supplied around the school. Where it is possible, outdoor lessons are scheduled for the cooler parts of the day.

## UNIFORM INFRINGEMENT PROCEDURES

If a student is unable to follow the above requirements then he/she must present a signed note from a caregiver explaining the reason for being out of uniform on each occasion. The PEC or class teacher will then issue a uniform pass for that day. For repeated uniform breaches that are explained with a note, administration will be informed and a decision in consultation with caregivers will be made. For students who cannot supply their PEC teacher with a note explaining the reason for being out of uniform, a detention at first break on that day will be issued. For those students who arrive late to school, a compulsory meeting with a member of administration will be held before they go to class. In this time, uniform infringements and reasons for being late will be addressed. Uniform detentions occur in the allocated area and require students to report with their uniform infringement notice to the staff member on duty. Failure to attend uniform detention will result in referral.

## JEWELLERY / COSMETICS POLICY

Heads of Department and teachers will do risk assessments for activities where they believe the wearing of jewellery, the amount and position of jewellery worn could increase the level of risk of injury to the person or others, for example manual arts, sewing or cooking, physical education, science labs, to an unacceptable level. If the risk level is assessed as unacceptable, students will be asked to remove the jewellery, or teachers may choose to supply masking tape to cover up or to hold the jewellery in a fixed position for the duration of the activity.

## Restrictive Practices

School staff at Charters Towers 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.

## 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.

- Assessment Policy
- 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
- Extracurricular activities policy
- 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

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

## Conclusion

Charters Towers State High School 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 [Complaints and grievances management policy](#).

