



Charters Towers State High School

Student Code of Conduct 2020-2023

Every student succeeding

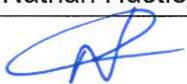
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.


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

Contact Information

Postal address:	PO Box Charters Towers Qld 4820
Phone:	07 4754 6555
Email:	enquiries@charterstowersshs.eq.edu.au
School website address:	www.charterstowersshs.eq.edu.au
Contact Person:	Nathan Hustler (Principal)

Endorsement

Principal Name:	Nathan Hustler
Principal Signature:	
Date:	5 May 2020

P/C President Name:	Pamela Coffison
P/C President Signature:	
Date:	5 May 2020



Department of Education

Charters Towers State High School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Nathan C Hustler Principal of Charters Towers State High School **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of (Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Nathan C Hustler

Charters Towers State High School

QUEENSLAND DEPARTMENT OF EDUCATION

5.5.2021

DATE

Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
School Captains' Statement	7
Consultation	8
Data Overview	9
Review Statement	9
School Opinion Survey	10
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	12
Consideration of Individual Circumstances	13
Student Wellbeing	14
Student Support Network	16
Whole School Approach to Discipline	18
PBL Expectations	19
Differentiated and Explicit Teaching	21
Focussed Teaching	22
Intensive Teaching	23
Legislative Delegations	24
Legislation	24
Delegations	24
Disciplinary Consequences	25
School Policies and Procedures	29
Temporary removal of student property	29
Use of mobile phones and other devices by students	31
Preventing and responding to bullying	33
Appropriate use of social media	41
Restrictive Practices	43
Critical Incidents	44
Related Procedures and Guidelines	45
Resources	46
Conclusion	47

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 in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Charters Towers State High School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation for every student succeeding and flourishing in life.

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 an active listener and lead learner.

Our students are expected to be safe, be respectful and be a learner.

Our measures are student achievement, Year 12 outcomes, parent satisfaction, attendance and retention and engagement in education, employment or training.

Our strategies are to:

- Nurture the wellbeing of all children and young people, ensuring they are safe, valued and respected.
- Engage families to play an active role in their child's learning and development.
- Support culturally responsive learning for Aboriginal and Torres Strait Islander children and young people.
- Build resilience for learning to reduce the impact of vulnerability.
- Support positive transitions from early education, to school and on to further education, training and employment pathways.
- Empower every student to engage in learning and achieve growth each year.
- Support schools to continue their improvement journey.

Our strategic priorities

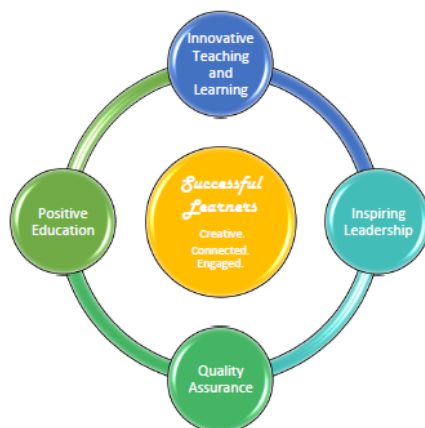


Figure 1 - Charters Towers State High School School Plan outlines our vision, values and agreements and has been used in the development of this Student Code of Conduct.

Charters Towers State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's policies and procedures on use of 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 the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Kaye Corcoran
Principal

P&C Association - Statement of Support

As president of the Charters Towers State High P&C Association, I am proud to support the new 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 Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of 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 in which we all have a role to play in combating; however, it can have particularly devastating impacts on 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.

Pamela Coffison
P&C President

Student Representative Council Statement

On behalf of the student body at Charters Towers State High School, we endorse the Student Code of Conduct for 2020.

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 their lives at school.

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

Any student who has questions or issues they would like raised by the Charters Towers State High School Student Representative Council are first encouraged to talk with their Year Level Ambassador or SRC Executive Team Member or you are also invited to approach any of us directly.

Junior Secondary Captains

Chase Glenwright

Mikayla Vickery

School Captains

Alyssa Collins

Keiley Hermann

Date

05.5.2021

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 will include key themes based on School Review findings, School Opinion Survey and current school behaviour plan. Participants will be asked to rank their priorities and offer positive ideas and suggestions for improving our positive culture for learning and wellbeing. In your PLC groups, review and provide feedback on the Student Code of Conduct sections.

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 – A draft Student Code of Conduct will be distributed for comment to all members of the school community. (December)

Phase 4 – A final version of the Student Code of Conduct with consideration of suggested changes and feedback will be presented at the P&C Association meeting for endorsement (December/January)

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. Next year, we will also include an email link in our staff email signatures.

Review Statement

Our school community will engage in an annual update to reflect changing circumstances, data and school community context. A full review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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	2017	2018	2019
Short Suspensions – 1 to 10 days	190	261	202
Long Suspensions – 11 to 20 days	56	90	76
Charge related Suspensions	0	0	0
Exclusions	13	10	5

Learning, Engagement and Wellbeing Statement

The first step in facilitating standards of positive culture for learning is communicating our vision, values and expectations to **all** students. At Charters Towers State High School we emphasise the importance of directly teaching students about respectful and positive relationships and actions we want them to demonstrate at our school. Communicating these high expectations is a form of universal design - a strategy directed towards **all** students designed to

- promote positive relationships and actions;
- minimise inappropriate actions; and
- provide a framework for responding to inappropriate actions.

A set of **high expectations for all students** has been published in the Student Learning Journals and Staff Planners. Refer to Student Expectations Matrix pages 25 – 26 in this document.



Figure 2 – Charters Towers State High School Manifesto

Developing Successful Learners

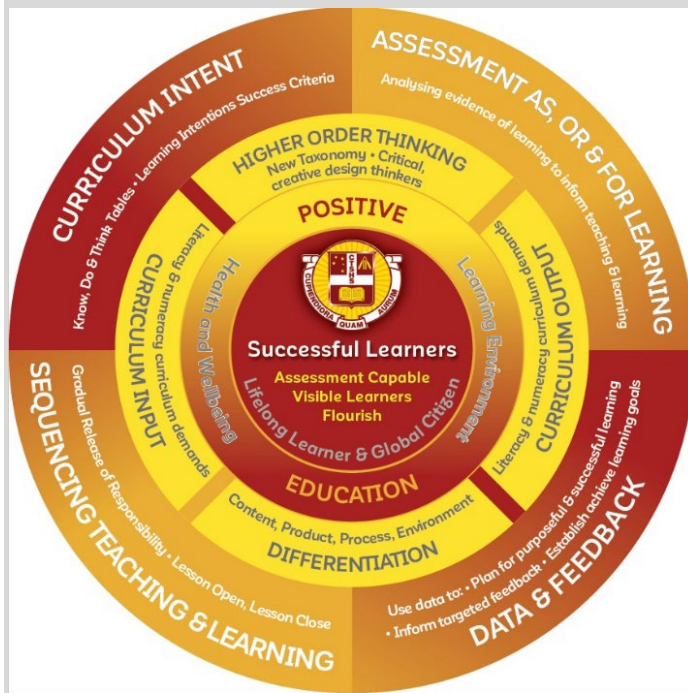


Figure 3 – Developing Successful Learners

Effective classroom instruction involves engaged students and improved student outcomes. To achieve this, educators must examine every element of the teaching and learning cycle. The pedagogical framework is designed to guide teachers in examining and developing their pedagogical knowledge and practices so they can achieve improvement in teaching and student outcomes. The school's pedagogical framework incorporates three key areas:

- ✓ Use of effective instructional strategies
- ✓ Use of effective classroom engagement strategies
- ✓ Use of effective curriculum design

These three key areas of improvement are underpinned by the research on Visible Learning and in particular, the **10 Mindframes for Visible Learning** (Hattie & Zierer, 2018). One of the most important influences of student achievement is how teachers think about learning and their own role. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged with dialogue and challenge.

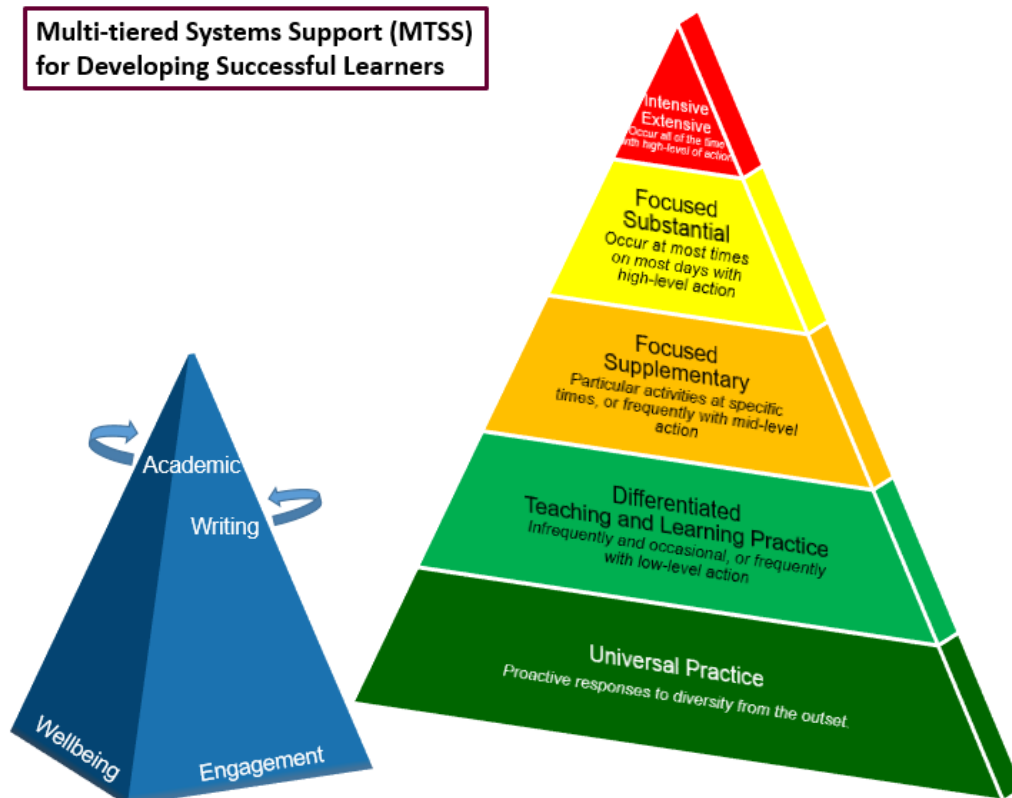
We believe that teachers at Charters Towers State High School can teach to high standards given time and support. Teachers need to adopt these 10 mindframes in order to maximise teacher quality and student success.

1. I am an evaluator of my impact and next steps.
2. I see assessment as informing my impact and next steps.
3. I collaborate with my peers and my students about my conceptions of progress and my impact.
4. I am a change agent and believe all students can improve.
5. I strive for challenge and not merely doing my best.
6. I give and help students understand feedback and I interpret and act on feedback given to me.
7. I engage as much in dialogue as monologue.
8. I explicitly inform students what successful impact looks like from the outset.
9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
10. I focus on learning and the language of learning.

Multi-Tiered Systems of Support

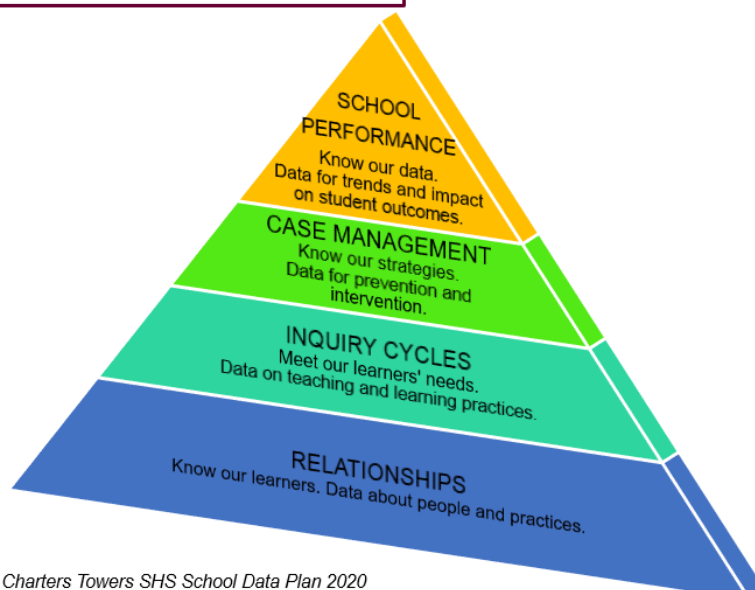
Charters Towers State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning, engagement and wellbeing. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based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

Multi-tiered Systems Support (MTSS) for Developing Successful Learners



From Charters Towers SHS Student Code of Conduct 2020

Using DATA for Prevention and Intervention in Developing Successful Learners



From Charters Towers SHS School Data Plan 2020

Universal Practice All students (100%) in the school receive support for their learning, engagement and wellbeing development. Focus is on the whole-school implementation of both the Australian Curriculum and the Positive Education Flourish Model expectations. This involves:

- explicitly teaching Positive Education Curriculum (PEC) in the settings they will be used
- teaching Positive Education through strengths-based approaches such as VIA Character Strengths, Four Dimensions, Restorative Practices.
- being consistent when addressing challenging behaviour, while taking developmental norms, trauma-informed practices and behavioural function into account
- providing learning environments that are inclusive, trauma-informed and promote help-seeking, self-regulatory behaviours. For example, Reboot Room, break boxes, brain breaks, mindful moments.
- refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school culture, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. For example, pulse check surveys to staff, students, parents.

Differentiated Practice All students in the school

Focused Practice Targeted interventions and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to succeed and flourish in their the learning, engagement and wellbeing.

Tier 2 supports builds on the learning and support provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of our Positive Education Flourish model and the six domains of wellbeing. The types of interventions offered at this level will vary according to the needs of the school and each cohort, but all have certain things in common:

- there is a clear connection between the skills being developed in the interventions and the school-wide values and expectations.
- Interventions are precise in their focus so that they are easy to sustain for both teachers and students
- variations within each intervention are limited
- evidence-based interventions that are matched to student's need and are likely to the desired impact.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address process and quality of the implementation.

Intensive Practice Individualised services for few students (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.

Tier 3 supports continue to build on the learning 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. Tier 3 supports are based on the underlying reasons for a student's learning, engagement and wellbeing behaviours and should include strategies to:

- IDENTIFY the function of the behaviours (FBA)
- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. For example, referring a student for Complex Case Support.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, 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 learning, engagement and 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 [P–12 curriculum, assessment and reporting framework](#).

As part of the whole school's curriculum at Charters Towers State High School, students participate in Positive Education Curriculum (PEC) for 35 minutes every Monday – Thursday. The school provides age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexually 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.

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 concern. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Charters Towers State High School 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 – The Wellbeing Hub

Charters Towers State High School is proud to have a comprehensive student support network through the Wellbeing Hub 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.

Students can approach any trusted school staff member at the Wellbeing Hub 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 Wellbeing Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal – Positive Education on the school phone number or email wellnesshub@charterstowersshs.eq.edu.au.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none">• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	<ul style="list-style-type: none">• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.

Deputy Principal – Positive Education	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> • 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 – Positive Education	<ul style="list-style-type: none"> • Leads the implementation of Positive Education Flourish Model • Leads the implementation of the Student Engagement Plan using the tenants of Restorative Practices • Supports positive classroom environments through teacher practices in Four Dimensions and 4D Classroom Profiling.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Registered Nurse	<ul style="list-style-type: none"> • 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 Head of Department	<ul style="list-style-type: none"> • 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 home group, year level and school.
Youth Support Coordinator (Year 10 – 12)	<ul style="list-style-type: none"> • provides 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"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Youth Support Worker (Year 7 – 9)	<ul style="list-style-type: none"> • provides 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"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

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. For more information about these services and their roles, please speak with the Principal or email enquiries@charterstowersshs.eq.edu.au

Whole School Approach to a Safe, Supportive & Disciplined School Environment

Charters Towers State High School uses Positive Education Flourish Model as the multi-tiered system of support for learning, engagement and wellbeing in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Positive Education is an evidence-based framework used to:

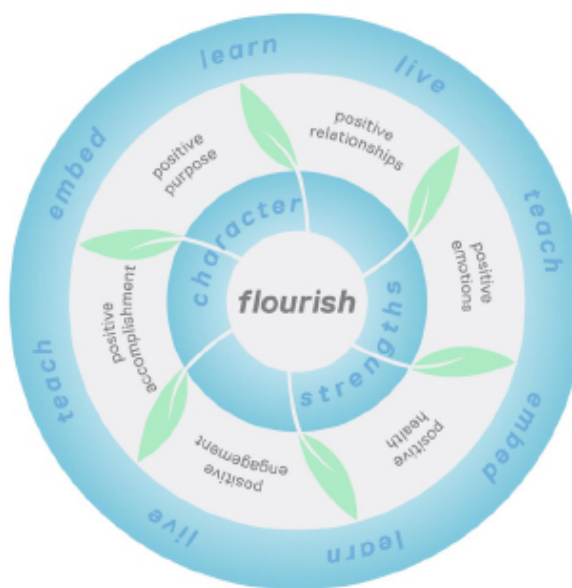
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.
- Positive Education is a form of education where we build skills and resources in our students and teachers and where we take a strengths-based approach to growth and development.

The Charters Towers State High School Learning and Wellbeing framework is based on the evidence and practice of Geelong Grammar School's 'Flourish' Model. We begin in the centre with character strengths, which are the backbone of positive psychology and the GGS 'Flourish' Model. This model highlights the importance of schools introducing a common language of what is right, of what works -- a language of the positive human qualities which, when actioned, contribute to living a good life. Developing an understanding of one's character strengths and utilising them in a variety of different ways builds confidence and competence in individuals.

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 Code of Conduct is an opportunity to explain the Positive Education framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of Positive Behaviour 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 the Positive Education approach are encouraged to speak with the class teacher or make an appointment to meet with the principal.



Positive Education Flourish Model Explained

Positive Education Flourish Model comprises six related domains. Each of these domains contributes meaningfully to overall wellbeing and is supported by science. As Seligman explains in his book, *Flourish*, wellbeing is a construct and not actually a directly measurable quality. Wellbeing, like the weather, consists of various measurable elements, each contributing to wellbeing, but none defining wellbeing in and of itself. The name and definitions for the six related measurable elements of wellbeing are:

Positive Relationships: The Positive Relationships domain explores the importance of connectedness and strong relationships for wellbeing. The focus is on helping students to develop social and emotional skills that nourish their relationships with the self and others. This domain builds on the strong school community and culture of respect. In particular, there is profound effort directed towards creating a School community based on kindness and forgiveness.

Positive Emotions: The Positive Emotion domain aims to enable students and staff to develop a stronger understanding of their emotions and those of others. Our focus is to create opportunities for our school community to experience and savour positive emotions such as joy, love, gratitude and contentment. We endeavour for all staff and students to be able to initiate, experience, prolong, and build positive emotions in their lives.

Positive Health: The Positive Health domain focuses on supporting students and staff to develop sustainable habits for optimal physical and psychological health. With the inextricable link between physical and psychological health, we know that practising mindfulness and resilience techniques will promote greater health outcomes. Mindfulness and resilience are also supported by the quest to help students to develop broader healthy behaviours in terms of exercise, nutrition, and sleep.

Positive Engagement: The Positive Engagement domain helps students and staff to experience complete immersion in activities through understanding the nature of engagement, the pathways to it, and the impact it has on individual wellbeing. The aim is for all members of the School community to find sources of interest and passion in their lives.

Positive Accomplishment: The Positive Accomplishment domain focuses on enabling individual growth through striving for and achieving meaningful outcomes, enabling both students and staff to strive for goals that are both highly rewarding to the self and of benefit to the wider community. The goal is to support all members of the School community to embrace challenges with grit, determination, hope, and a willingness to learn from their experiences.

Positive Purpose: The Positive Purpose domain explores understanding, believing in, and serving something greater than the self and deliberately engaging in activities for the benefit of others. It encourages students and staff to draw on their character strengths in ways that contribute to the welfare of others and the wider community. It also recognises that belonging to a supportive school community is a strong pathway to purpose and to wellbeing.

For each of these domains, we continue to learn about the most relevant research, and consider the most effective ways of exploring activities that develop awareness and nurture understanding for humans of all ages.

We remind students, staff and parents, that the 24 VIA (Values in Action) Character Strengths are universally valued, they exist within each of us and that they can be intentionally nurtured. We also ensure that our community is well aware that, whilst our character strengths are relatively stable, they can and do change with our changing life experience and context. As each character strength can be overused, underused or misused, it is important we also explore the 'shadow-side' of each of these morally valued human qualities.



VIA Classification of Character Strengths and Virtues

Virtue of Wisdom



Creativity

Original, adaptive, ingenuity, seeing and doing things in different ways



Curiosity

Interest, novelty-seeking, exploration, openness to experience



Judgment

Critical thinking, thinking through all sides, not jumping to conclusions



Love of Learning

Mastering new skills & topics, systematically adding to knowledge



Perspective

Wisdom, providing wise counsel, taking the big picture view

Virtue of Courage



Bravery

Valor, not shrinking from threat or challenge, facing fears, speaking up for what's right



Perseverance

Persistence, industry, finishing what one starts, overcoming obstacles



Honesty

Authenticity, being true to oneself, sincerity without pretense, integrity



Zest

Vitality, enthusiasm for life, vigor, energy, not doing things half-heartedly

Virtue of Humanity



Love

Both loving and being loved, valuing close relations with others, genuine warmth



Kindness

Generosity, nurturance, care, compassion, altruism, doing for others



Social Intelligence

Aware of the motives and feelings of oneself and others, knows what makes others tick



Teamwork

Citizenship, social responsibility, loyalty, contributing to a group effort



Fairness

Adhering to principles of justice, not allowing feelings to bias decisions about others



Leadership

Organizing group activities to get things done, positively influencing others

Virtue of Temperance



Forgiveness

Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt



Humility

Modesty, letting one's accomplishments speak for themselves



Prudence

Careful about one's choices, cautious, not taking undue risks



Self-Regulation

Self-control, disciplined, managing impulses, emotions, and vices

Virtue of Transcendence



Appreciation of Beauty & Excellence

Awe and wonder for beauty, admiration for skill and moral greatness



Gratitude

Thankful for the good, expressing thanks, feeling blessed



Hope

Optimism, positive future-mindedness, expecting the best & working to achieve it



Humor

Playfulness, bringing smiles to others, lighthearted – seeing the lighter side



Spirituality

Connecting with the sacred, purpose, meaning, faith, religiousness

©Copyright 2018, VIA Institute on Character. All Rights Reserved. www.viacharacter.org

Student Expectations Matrix

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

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

	<ul style="list-style-type: none"> • Stand behind chair. • Sit down when directed. • Set up and organise your work station and learning area. • Know the Learning Intention and Success Criteria for each lesson • Use the learning time effectively. • Be a learner, be safe, be respectful.
Ending Lessons	<ul style="list-style-type: none"> • Enter homework into your Learning Journal. • Clean and return any borrowed equipment to the appropriate place. • When directed, clean desk and floor, push in and stand behind chair. • Close and lock windows. • Exit in a safe and orderly manner. • Be a learner, be safe, be respectful.

Parents and Community Partnerships

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff that align with our school's values.

Respect

What we expect to see from you	What you can expect from us
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.

Positive Regard

What we expect to see from you	What you can expect from us
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 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.
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.

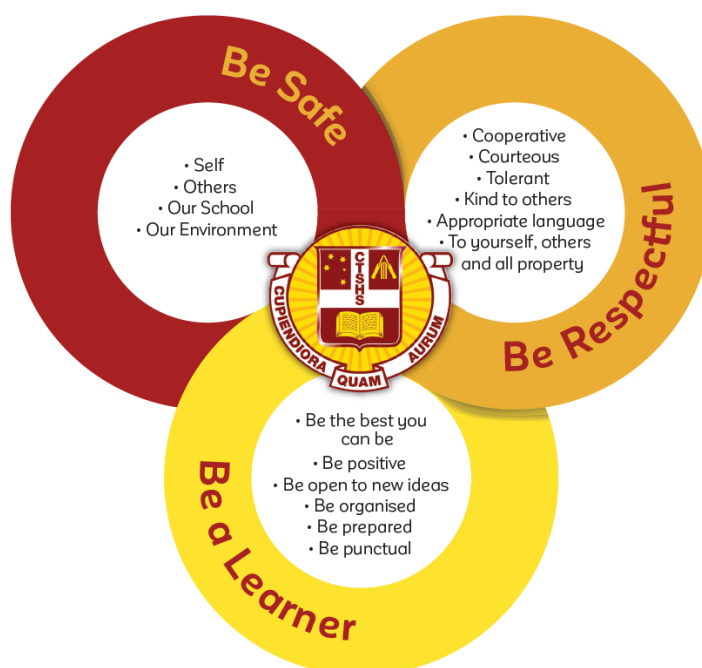
Kindness

What we expect to see from you	What you can expect from us
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 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.
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.

Responsible

What we expect to see from you	What you can expect from us
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 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 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 electronic communication as the primary means of notifying parents about school news, excursions or events.

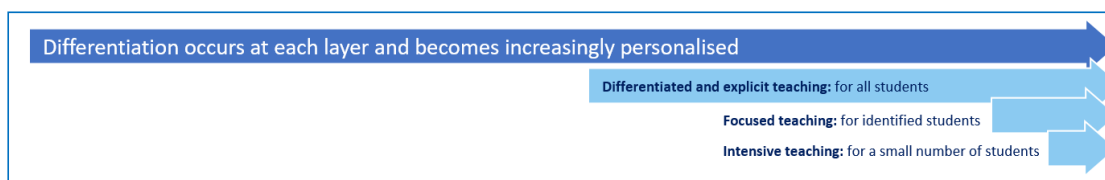


Differentiated and Explicit Teaching

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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

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.



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 Student Engagement Plan, 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

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.

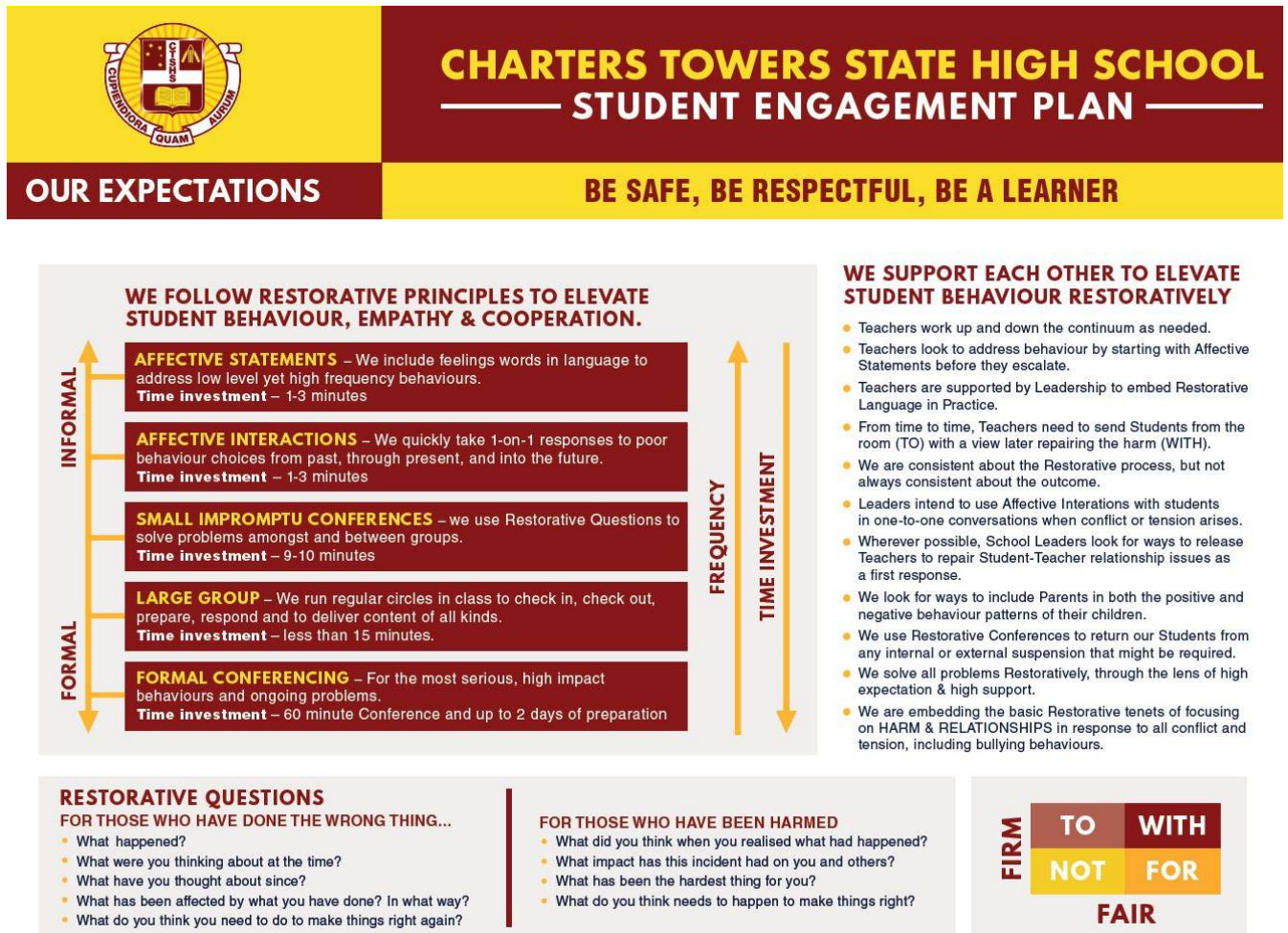


Figure 4 – Student Engagement Plan – Building our strong restorative school community

FOUR DIMENSIONS

4D or Four Dimensions, was founded by Caroline McCarty. It is the culmination of her PhD research and the teaching experiences of herself and teachers she has worked with. With approximately 18% of Graduate teachers leaving in their first year (Ingersoll & Smith, 2003), between 42 and 50% leaving by their fifth year, and an increasing number of total teachers leaving in 2019 of between 38 – 42%, teacher attrition is a very important issue (Ingersoll & Smith, 2003). Classroom environment is cited regularly as a reason for leaving alongside disruptive student behaviours. How can we support teachers in their classrooms?



4D makes classroom decisions easier for teachers to demonstrate deliberate practice due to its simplified and streamlined nature. The balance of 40: 40: 10: 10 are worthy of a mention here. They are not based on the research of do one negative, you then need to follow it up with four positives. They reflect percentages. Teachers in this research who were found to be making decisions that fell within the two Dimensions of Expect and Reinforce approximately 80% of the time, reported less emotional exhaustion, immediate change in classroom environments and a happiness within their work self. 10% does not mean

that Redirection and Follow Through are less important. Follow Through is paramount. The percentage reflects that in such environments where teachers have had training in Four Dimensions, when they are focused on curriculum first through Expectations and Reinforcement, the need to Redirect and Follow Through reduced significantly.



4D has Two Pillars:

Create cultural change in classrooms and schools through deliberate practice

Create positive learning spaces through owning the narrative.

Pillar One is achieved through three simple and regular actions in every classroom:

Meerkat (Peripheral vision)
TRIAD (Instruct, Scan, 2+), and
Soft Summer Rain (expectations).

FOUR DIMENSIONS

CREATED BY CAROLINE MCCARTY

Figure 5 – 4D – Four Dimensions by Caroline McCarty

FOUR DIMENSIONS IN THE CLASSROOM

Dimension One	Expect	<p>Actions include:</p> <ul style="list-style-type: none"> • Peripheral vision. • Verbal and written expectations. • Cueing. • Referral to expectations – Proactive and Reactive. <p>Keys to success:</p> <ul style="list-style-type: none"> • Clarity of purpose – curriculum and behaviour. • 2-5 classroom expectations—verbal and/or written. • Regular reminders of expectations. • Routines.
D1		
Dimension Two	Reinforce	<p>Actions include:</p> <ul style="list-style-type: none"> • Reinforcement for curriculum and/or behaviour, delivered to individuals, groups and/or whole class. • Instruction Encouragers. • Descriptions of Reality. • Selective Attending. <p>Keys to success:</p> <ul style="list-style-type: none"> • Mob Buy In. Making connections with every student. • Catching students doing the right thing. Two Plus. • Fill your teaching space with conversations of the behaviours you want to see not those you do not want to see. • Curriculum is our core business in every conversation.
D2		
Dimension Three	Redirect	<p>Actions include:</p> <ul style="list-style-type: none"> • Curriculum Refocus and Cue Through Others. • Close talk, Non-verbal Redirection and Proximity. • Questioning to Redirect and Humour to Redirect. • Redirections. <p>Keys to success:</p> <ul style="list-style-type: none"> • Every conversation with students start in D1 or D2. • Reduce public nature of unproductive behaviour conversations. • Choosing your narrative. • Unless a safety issue, use less intrusive actions first.
D3		
Dimension Four	Follow Through	<p>Actions Include:</p> <ul style="list-style-type: none"> • Giving choices to return students to the curriculum. • Warnings or indicating a post-lesson discussion. • Follow Through. <p>Keys to success:</p> <ul style="list-style-type: none"> • Certainty is a must 100% of the time. • Deliver when calm and emotions are removed. • Link action to expectations (Dimension1).
D4		

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 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.

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

Students who are suspended from Charters Towers State High School may be invited to attend a Re-entry Circle or Restorative Welcome prior to the day of their scheduled return to school. The re-entry circle is a process designed to formally welcome a student back into our school community and to establish a support system for him or her as they re-engage into school and learning into the classroom. Together, we work through the following stages during the circle:

1. Setting the Stage
2. Introductions
3. Relationship-building Round
4. Values Round
5. Developing the Plan

It is not mandatory for the student or their parents to attend a re-entry circle. 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 circle will be communicated in writing, usually via email and a reminder SMS text. Re-entry circles are attended by the Principal or their delegate, key school staff who will assist in the student's successful re-engagement in school and the student and their parent/s. A record of the re-entry circle is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry circle follows the Principles of Restorative Practice. The Restorative Practices Facilitator (RPF) will work through the stages WITH the attendees including the student and their parent/s:

1. Setting the Stage
2. Introductions
3. Relationship-building Round
4. Values Round
5. Developing the Plan

This meeting circle should be primarily focussed on making the student and their family feel welcome back into the school community.

Reasonable adjustments

In planning the re-entry circle, the 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 Wellbeing Team Members, may also offer valuable support to ensure a successful outcome to the re-entry circle.

School Policies and Procedures

Charters Towers State High School has tailored school policies and procedures 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

Procedure: 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 schools 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 Charters Towers State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Procedure: 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 School 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:

- use mobile phones or other 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 the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 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.

Procedure: 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 Leadership Forum**, 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.

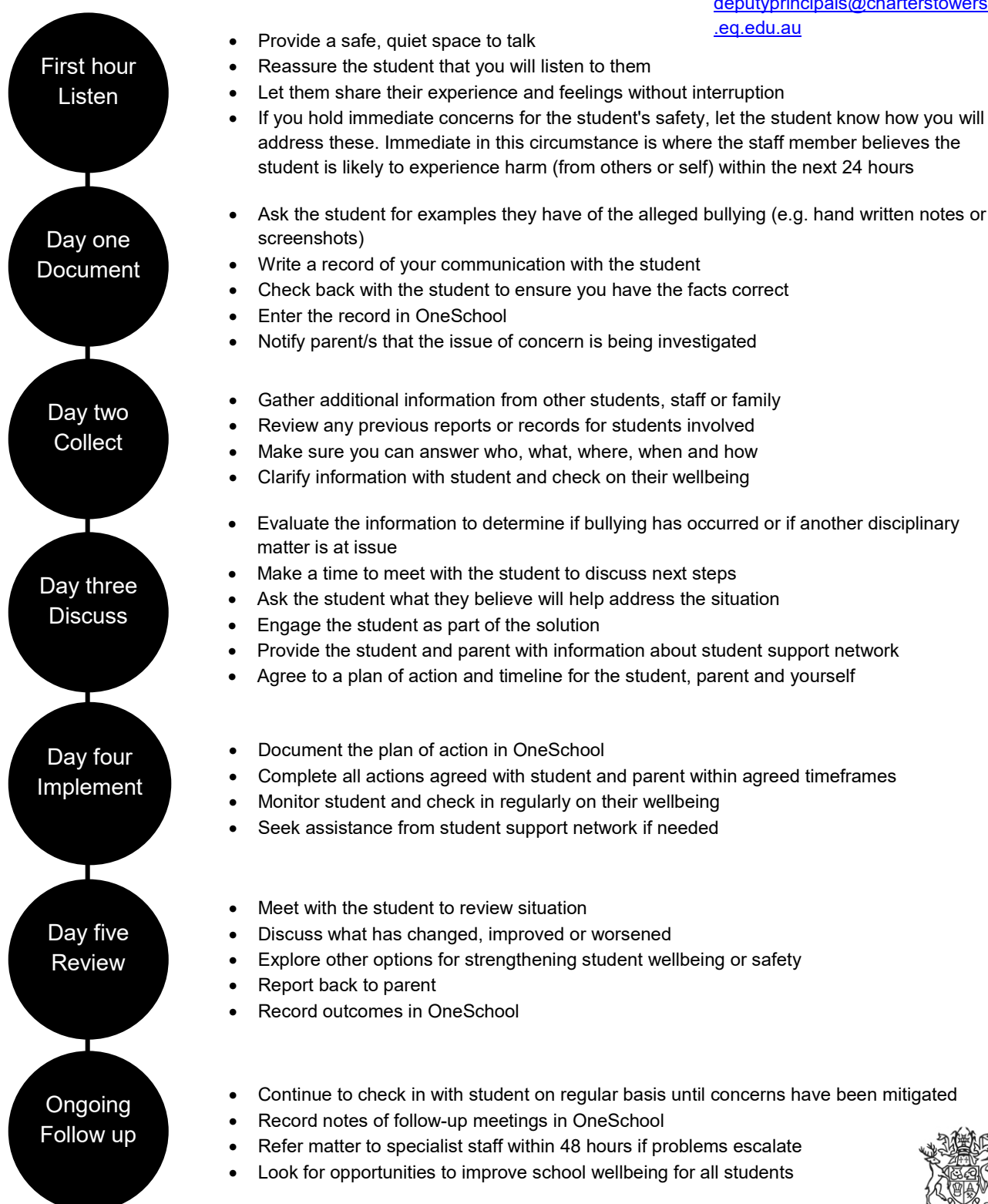
The following flowchart explains the actions Charters Towers State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the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

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 at school

Year 7 to Year 12 – PEC Teacher or Year Level Head of Department
Deputy Principals –
deputyprincipals@charters towersshs.eq.edu.au



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 relevant year level Deputy Principal. There is also a dedicated Wellbeing team member, Senior Constable Trish Machin who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying. Contact details are wellnesshub@charterstowersshs.eq.edu.au

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 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 or by email to principal@charterstowersshs.eq.edu.au

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](#).

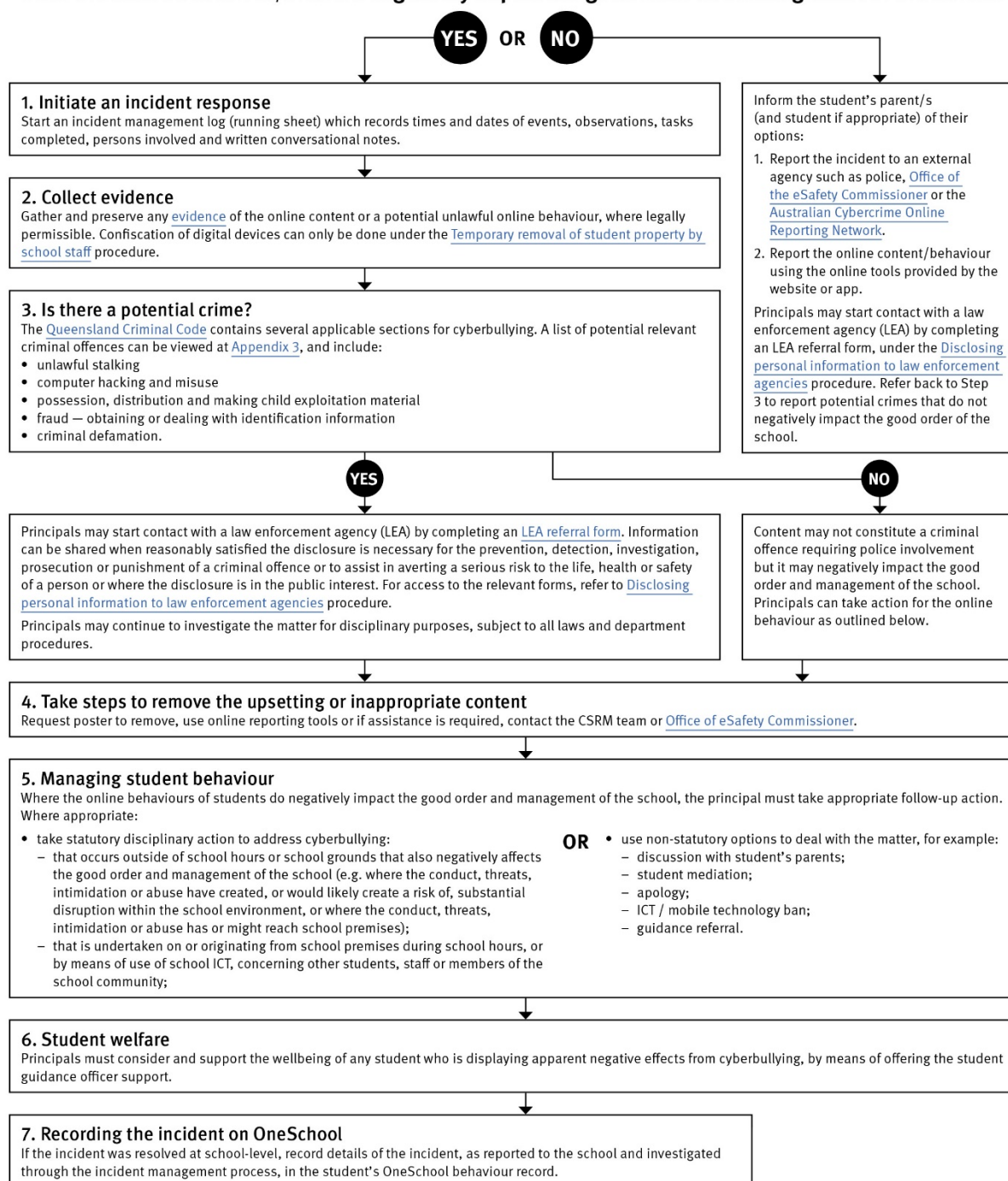
Explicit images

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.

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 for bullying

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 restorative practices, counselling, social-emotional development programs, or referral to mental health services. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

Anti-Bullying Manifesto

The Anti-Bullying Manifesto is our *call to action* and provides a clear outline of the way our community at Charters Towers State High School works together to establish a safe, supportive and disciplined school environment. This document is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

At Charters Towers State High School, we agree to work together to build a strong restorative school community where we solve problems restoratively through the lens of high expectation and high support. We are embedding the basic Restorative tenants of focusing on HARM and RELATIONSHIPS in response to all conflict and tension, including bullying behaviours. 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 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 does occur.

Student signature:	
Parent signature:	
Principal or delegate signature:	

Procedure: Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

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.

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

Resources

- [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.

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

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

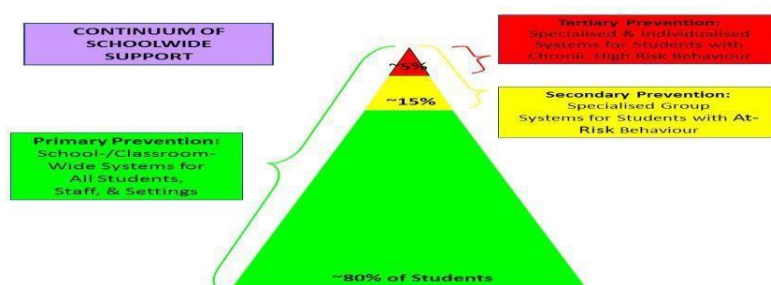


Learning and Wellbeing Statement

The foundation of positive culture for learning is effective teaching, inclusive and engaging curriculum and respectful relationships.

Our school vision, values and expectations have been agreed upon and endorsed by all staff and the Parents and Citizens Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*. These responsibilities for students, parents and staff are noted the Charters Towers State High School Enrolment Agreements. This acknowledges that all areas of the school are learning and teaching environments. Our school's approach to creating a positive culture for learning is consistent with the *National Safe Schools Framework* and existing evidence of effectiveness. A whole school approach shapes, supports and recognises appropriate relationships and behaviours in all students.

Process for Facilitating Positive Culture for Learning and Responding to Inappropriate Actions



Universal Design for Support and Intervention

The first step in facilitating standards of positive culture for learning is communicating our vision, values and expectations to **all** students. At Charters Towers State High School we emphasise the importance of directly teaching students about respectful and positive relationships and actions we want them to demonstrate at our school. Communicating these high expectations is a form of universal design - a strategy directed towards **all** students designed to

- promote positive relationships and actions;
- minimise inappropriate actions; and
- provide a framework for responding to inappropriate actions.

A set of **high expectations for all students** has been published in the Learning Journals and Staff Planners.

Minor and major behaviours

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

Minor behaviour incidents are handled by staff members at the time it happens

Major behaviour incidents are referred directly to the school Administration team.

□

Minor problem behaviours are those that: are minor breaches of the school rules do

□ not seriously harm others or cause one to suspect that the student may be harmed

□ do not violate the rights of others in any other serious way are not part of a pattern of

□ inappropriate behaviours do not require involvement of specialist support staff or school leadership team members.

Major behaviours are those that:

□ significantly violate the rights of others put others and/or

□ self at risk of harm require the involvement of school leadership team members.

Level 1



Minor incidents in the classroom or playground. Managed by the teacher.	
<p><i>Minor disruptions Failing to comply reasonably with staff directions Distraction of class member(s) or instructions.</i></p> <p><i>Failure to complete or submit work Insolence, interrupting teacher's presentation, back chat</i></p> <p><i>Inappropriate verbal comments Computer use infringement</i></p> <p><i>Failure to bring essential learning materials</i></p> <p><i>Insufficient work or effort in class Damage to property, graffiti or vandalism of Lesson truancy or lateness minor, temporary or thoughtless nature.</i></p> <p><i>Exit from class without permission Minor safety breaches</i></p> <p><i>Inappropriate use of class time eg. Eating and Accessing out of bound areas drinking in class without approval, expecting toilet or Minor verbal conflict between students eg. drink breaks in class time when not using break time Name calling, teasing, low intensity language.</i></p> <p><i>effectively</i></p>	
Possible Support Strategies	Possible Actions
<ul style="list-style-type: none"> • FOCUS Card • Positive recognition from teacher • Essential Skills for Classroom Management <ol style="list-style-type: none"> 1. Establishing expectations 2. Instruction giving 3. Waiting and scanning 4. Cueing with parallel acknowledgement 5. Descriptive encouraging 6. Body language encouraging 7. Selective attending and listening 8. Redirecting to the learning 9. Giving a choice 10. Following through • Class seating plan • Restorative Chat using FOCUS Card • Establish rapport, reiterate school values and expectations • Differentiated program of learning • Monitoring and feedback system 	<ul style="list-style-type: none"> • Alternative in class activities or tasks • Move student • Warning and re-state expectations • Parent contact • Withdrawal from class activity • Detention • Playground Litter Duty • Restitution – replacement, repair or cleaning of item(s) • Loss of services or restricted use of equipment for a period of time <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Record on One School as Minor Incident. Not referral required. Parent contact is encouraged and record of contact entered in One School.</p> </div>

Level 2	
Ongoing minor incidents in the classroom or playground. Managed by the teacher with support from Year Level Head of Department.	
Persistent disruptive behaviour – low intensity but inappropriate disruption	Repeated refusal to engage in learning program eg. lack of effort, truancy from subject
Inappropriate language – low intensity including but not limited to shut up, idiot.	Repeated failure to be prepared for learning eg. equipment, Learning Journal, lateness
Disrespect behaviour – low intensity brief failure to follow reasonable instructions	Harassment and Bullying – eg. low level teasing, continuing and escalating conflict between students
Physical Misconduct – student engages in nonserious but inappropriate physical contact.	Safety – low intensity with minimal risk to self or others
Property Misconduct – low intensity misuse of property (including personal electronic devices)	Student Dress Code – minor breach of dress code
Possible Support Strategies	Possible Actions

Excerpt from Student Code of Conduct



<ul style="list-style-type: none"> • Reflect on FOCUS card to review and update. • Reflect on Essential Skills (ESCMs) • Engage Classroom Profiling • Reflect on Teaching and Learning <ul style="list-style-type: none"> - engage Instructional Coaching with Curriculum HOD - use differentiated and inclusive practices - request support from Curriculum HOD or Inclusive Practices HOD • If truancy repetitive in single subject <ul style="list-style-type: none"> - Parent Contact. Confirm plan to catch up missed learning (detention or Back on Track Room referral) - Enter on OneSchool and record follow up actions. 	<p>1. Teacher to:</p> <ul style="list-style-type: none"> • Discuss with student plan to re-engage in appropriate lesson or activity • Make contact with parents. Record of contact must be entered in One School • Restorative Chat and discussion of Focus Card • Record on OneSchool > Manage Incident. Upload FOCUS card • Follow up actions unsuccessful = Record incident on One School as Major Incident with referral to Year Level HOD <p>2. Year Level HOD offers targeted support:</p> <ul style="list-style-type: none"> • Attend Restorative Chat (individual or small group) with teacher and student(s) • In class support (HOD in the classroom) • HOD Record Follow up > Manage Incident • Conduct stakeholder meeting with HOD, teacher(s), support staff, parent and student • Develop Student Plan with stakeholders • Student Plan to be developed in OneSchool > Student Profile > Support > Personalised Learning • Follow up actions unsuccessful = Year Level HOD referral to Deputy Principal
---	---

Level 3	
Major incidents in the classroom or playground. Managed by the Deputy Principals with support from Year Level Head of Department.	
Disrespectful behaviour – continued refusal to follow directions, talking back and or socially unacceptable interactions.	Repeated refusal to engage in learning program eg. lack of effort, truancy from subject, class or school grounds, non-attendance at Back on Track room after HOD referral
Verbal Misconduct - Inappropriate Abusive Language – Verbal messages or comments that involve swearing or use of words in an inappropriate way directed at other individuals or groups or used in class for all to hear.	Repeated failure to be prepared for learning eg. equipment, Learning Journal, lateness
Disruptive behaviour – significant or repeated behaviour causing an interruption in a class or playground. (eg. yelling or screaming, noise with material, disrupting learning activities, sustained out of seat behaviour)	Harassment and Bullying – Repeated teasing, physical and/or verbal intimidation of a student(s).
Physical Misconduct – Actions involving aggression and serious physical contact where injury may occur (eg. hitting, punching, hitting with an object, using weapons, kicking, scratching).	Safety – student engages in significant and/or frequent unsafe activities where injury or harm may occur.

Excerpt from Student Code of Conduct



Property Misconduct – student engages in an activity that results in substantial destruction or damage to property often causing significant inconvenience to others.	Other – Possession or supply of dangerous objects or banned items
Student Dress Code – Refusal to comply with school dress code.	Other – On school premises or at school events: <ul style="list-style-type: none"> - Smoking or possessing tobacco - Consuming or possessing alcohol - Sexual activity on school premises - Arriving intoxicated - Use or possession of illicit substances
Dishonesty – student delivers a message that is untrue and/or deliberately violates rules and/or harms others.	
Possible Support Strategies	Possible Actions
<ul style="list-style-type: none"> • Establish safety of students and staff as required • Request assistance from Executive Member (Deputy Principal or Principal) • Health and wellbeing support 	<ul style="list-style-type: none"> • Complete Major Incident Referral form and send to Deputy Principal. • Contact parents. • Record on OneSchool at first opportunity but no later than end of school day (3.30pm). • Deputy Principal investigates from statements and witnesses. • Conduct parent or stakeholder meetings • Conduct Restorative Conference (individual to small groups) • Health and wellbeing support • Referral for internal support or programs • Referral for external support or programs • Engage parents • Develop Student Plan with stakeholders • SDA – Suspension 1 – 10 days

Level 4

Major incidents in the classroom or playground.

Managed by the Principal after referral from the Deputy Principals.

As per Level 3 behaviours

Possible Support Strategies	Possible Actions
------------------------------------	-------------------------

Excerpt from Student Code of Conduct



<ul style="list-style-type: none"> • Establish safety of students and staff as required • Request assistance from school staff • Health and wellbeing support 	<ul style="list-style-type: none"> • Deputy Principal briefs Principal with <ul style="list-style-type: none"> - Major Incident Referral form - Timeline of incidents and interventions - Record of actions and contacts - Evidence Statements and Witness Statements • Principal investigates with DPs. • Conduct parent or stakeholder meetings • Conduct Restorative Conference (individual to small groups) • Health and wellbeing support <ul style="list-style-type: none"> - Referral for internal support or programs - Referral for external support or programs - Engage parents • Develop Student Plan with stakeholders • SDA – Suspension 1 – 10 days • SDA – Suspension 11 – 20 days • SDA – Suspension 20 days with recommendation to exclude
--	--

Some points about dealing with inappropriate actions from our students: **Minor Incidents**

For example, truanting, arriving late or not following instructions

We need you to:

1. Address the situation with the student by referring to our school's expectations and values. Give student choice to fix the situation and possible consequences if they do not.
2. Record incident and your strategies on OneSchool Behaviour Incident. No referral required.
3. Contact home to inform parents of the incident and your strategies.
4. After you have attempted to work with the student, issued consequences and have continued contact with home and still have not had any success, this is the time you refer to your HOD.
5. To do this, please use the OneSchool Behaviour Incident tab
 - Select Major incident
 - Refer to **one** Head of Department for action (usually Year Level HOD). Please do not refer to multiple people only the one person you wish to action the follow up on this incident.

Major Incidents

For example, physical misconduct, verbal misconduct

Referrals to the Principal and Deputy Principals are those that are major incidents or by a HOD after they have attempted to resolve an issue without success.

Key Takeaways

- # Minor incidents do not require a referral to a SLT member.
- # Refer only to one person. The person you need the support from. No multiple staff on a referral.
- # Record incidents on OneSchool to show pattern of inappropriate actions by student
- # Support strategies from classroom teacher must be recorded on OneSchool
- # Notify parents to encourage their support. It is important this comes from their child's teacher first.
- # Only major incidents will be actioned by Principal and Deputy Principals.