# Calliope State High School

# Student Code of Conduct

## 2021-2024

***Every student succeeding***

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

*Queensland Department of Education*
*State Schools Strategy 2020-2024*

*Updated August, 2024*

**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

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# Purpose

Calliope State High School's vision is "to create a community of agile learners who are thinkers, resilient and kind". In order to realise this vision and see each one of our students succeed, Calliope State High School is committed to providing a safe, respectful and disciplined learning environment for all our students, as well as our staff, the parents and carers of our students, and our broader school community. This commitment is delivered through actions that are vision-driven, evidence-based, solutions-focused and values-aligned at all times; our core school-specific values are 'respect', 'responsibility' and 'resilience'.

The Calliope 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 that is also evidence-based, solutions-focused and values-aligned at all times. Our *Student Code of Conduct* documents strategies and processes employed at Calliope State High School to: proactively create a culture that promotes learning and the demonstration of expected behaviour; support school community members in different situations; and appropriately address choices that breach our school's values and expectations.

The purpose of this *Student Code of Conduct* is to provide a clear framework to guide the facilitation of high standards of behaviour from all in the Calliope State High School community, ensuring: high quality teaching and learning is prioritised; all students are supported to experience success; and all in our school community benefits from a safe, supportive work environment. It is our aim to use this framework as a foundation to build a sustainable legacy of authentic student engagement, genuine community partnerships, and evidence-based student management.

Any student, parent/carer and/or community member who wishes to discuss the contents of the Calliope State High School *Student Code of Conduct* is invited to first contact one of our two Communication Officers (names and contact details below).

# Contact Information

| | |
|---|---|
| Postal address: | 55 Don Cameron Drive; Calliope; 4680 |
| Phone: | 07 4975 9777 |
| Email: | admin@calliopeshs.eq.edu.au |
| School website address: | https://calliopeshs.eq.edu.au/ |
| Contact Person: | Mrs Gerowyn Lacaze (Principal) |

# Endorsement

The 2020 version of the Student Code of Conduct was endorsed on December 7, 2020.

The Student Code of Conduct was endorsed for the version updated in

August, 2021 and March, 2023.

The endorsement below is for the version updated in August, 2024.

| | |
|---|---|
| Principal Name: | Gerowyn Lacaze |
| Principal Signature: | |
| Date: | August 7, 2024 |

| | |
|---|---|
| P&C President Name: | Melissa Platten |
| P&C President Signature: | |
| Date: | August 7, 2024 |

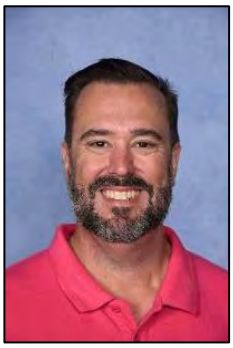
# Foundation Principal

The purpose of our *Student Code of Conduct* is to set the standard for behaviour and student management at Calliope State High School. We are an inclusive school and interact with each student based on their individual circumstances in both pro-active and reactive instances.

We consider parents/caregivers and our students important stakeholders in our student management practice and are thankful for their support and ongoing input to our school.

Please take the time to read our *Student Code of Conduct* so you know the systems, processes and ways we interact with our students and manage their choices.

We strive to ensure a safe and well-disciplined learning and social environment; this *Student Code of Conduct* maps out how we make this happen from a student management perspective as well as providing the actions we take within our *Student Code of Conduct.*



**Pete Stansfield**
Principal
Calliope State High School

# P&C Statement of Support

Even before Calliope State High School was officially announced as opening 2020, it has been a school that has both relied on and valued community involvement. This has not changed in its foundation year as an operating school, as evident in the development of this *Student Code of Conduct.*

The Calliope State High School Parents and Citizens Association is proud to support this *Student Code of Conduct*. As with many processes within the school, the development of this *Student Code of Conduct* has been inclusive and transparent, seeking feedback and contributions from parents and carers, students, staff and community members along the way.

The P&C Association encourages all Calliope State High School families to make the time to familiarise themselves with the contents of the *Student Code of Conduct*. We also believe it is important that parents and carers speak with their Calliope State High School students about the contents of this document to continue to show that their high school and their families are a partnership, working together to provide them a highly supportive, high quality education experience.

In particular, we wish to highlight the importance of all our Calliope State High School students to display socially appropriate behaviour and know what to do in response to bullying and harassment. This again is where the ongoing connection between school and home is of paramount importance. Bullying is a community-wide issues in which we all have a role to play in combating; however, it can have particularly devasting impacts on our young people. It is important that every student and parent/carer of Calliope State High School knows what to do if they are subjected to rude, mean and/or bullying behaviour, regardless of when or where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents/carers and students know that schools provide support and advice to help address problems related to bullying, and the flowchart on page 33 provides an excellent starting point to understand how to approach the school about these types of situations.

Any parent or caregiver who wishes to discuss the Calliope State High School *Student Code of Conduct* and the role of families in supporting the behavioural expectations or students are welcome to contact the school. It is with your support that we can work collaboratively with the school to ensure all our students are safe and appropriately supported to meet their individual social, emotional and learning needs.

**Melissa Platten**
P&C Association President
Calliope State High School

# Consultation

The development of the Calliope State High School *Student Code of Conduct* included consultation opportunities with all members of the school community: students; staff (including leadership, teaching and non-teaching); parents; wider school community. Initial consultation activities in Term 3, 2020, included, but were not limited to:

- Seeking feedback from students on what they valued about our school and considerations they would like to see addressed;
- Teaching staff and non-teaching staff reviewing current practices and the perceived effectiveness of current strategies;
- Leadership team examining a range of school data available, including student and staff attendance, student disciplinary data; and
- Opportunities at Parent and Citizens meetings to ask questions and seek clarification on the direction and development of the *Student Code of Conduct.*

These initial consultations provided a holistic idea of our current strengths in supporting student behaviour and areas for further development. From this basis, consultation in Term 4, 2020, prioritised two key actions:

- Inviting all members of the school community to complete a survey on our school culture and supports in place;
- Distributing a draft of the *Student Code of Conduct* for review and response.

To support the implementation of the Calliope State High School *Student Code of Conduct,* a communication strategy has been, and will continue to be, employed, including:

- Regular updates and information shares via the school's fortnightly newsletter and social media accounts (Facebook and Instagram);
- Internal communication to staff through weekly staff bulletins;
- Distributing to all families at the start of the 2021 school year; and
- Reference in the daily student notices.

Any families who require assistance to access a copy of the Calliope State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the school's Communication Officers, as per the School Contact information on page 3 of this document.

**Review Statement**

The Calliope State High School *Student Code of Conduct* will undergo annual minor updates to reflect changing circumstances, data and staff; these changes will be shared with our P&C Association, Student Leaders and with our wider school community. A comprehensive review will be conducted every four years, in line with the scheduled review for the School Planning, Reviewing and Reporting cycle.

The original version of the *Student Code of Conduct* was the result of this consultation process and was discussed the Calliope P&C Association meeting on November 18, 2020. It was reviewed in 2021 and this version was endorsed at the Calliope SHS P&C Association meeting on July 21, 2021.

# Data Overview

This section of the *Student Code of Conduct* is used to report on key measures related to student behaviour, safety and wellbeing using existing data sets available to all schools. This data is shared as a key aspect of our *Student Code of Conduct* to inform our school community's understanding on how decisions are made and some of the evidence underpinning current supports and strategies.

As Calliope SHS opened to students at the start of 2020, our data sets are new and growing. We are yet to have the longitudinal trend data available to other schools for review and analysis. In addition, in 2020, the School Opinion Survey was replaced by a condensed School Pulse Survey. Usually, the School Opinion Survey data provides a broader open and transparent reporting mechanism on the perceptions of students, parents and staff about school climate and culture.

The data included here have been analysed by key personnel in the staff and are reviewed on a regular basis, in addition to academic data, as a part of student-centred evaluation processes. This section will be updated at the start of Term 4 for each year this *Student Code of Conduct* is in place to ensure it reflects current trends and information.

## Attendance Data

Our student attendance data is viewed as a key measure of student wellbeing and engagement. In 2020, attendance data was shaped by Covid-19, particularly in Term 2, 2020.

The percentages below are all inclusive, and include Student Disciplinary Absences SDAs as days absent from school. The state target for school attendance is >88.7%. The school target, as per our Annual Implementation Plan, is 94% for all students, and 91% for student who identify as Aboriginal and/or Torres Strait Islander.

| CALLIOPE SHS STUDENT ATTENDANCE DATA | | | |
|---|---|---|---|
| | **Sem 1, 2020** | **Sem 2, 2020** | **Sem 1, 2021** |
| All Students | 85.6% | 88.7% | 86.4% |
| Aboriginal or Torres Strait Islander Students | 88.3% | 81.9% | 86.9% |
| Students in Care | 88.8% | 66.5% | 77.1% |

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate student behaviour choices. Suspensions, exclusions and cancellations of enrolment* are used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and 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 the school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension. The following table captures the count of incidents for students recommended for each type of school disciplinary absence report at Calliope SHS in 2020:

| CALLIOPE SHS STUDENT DISCIPLINARY ABSENCES | | | |
|---|---|---|---|
| **Type** | **Sem 1, 2020** | **Sem 2, 2020** | **Sem 1, 2021** |
| Short Suspensions (1 to 10 days) | 26 | 12 | 36 |
| Long Suspensions (11 to 20 days) | 1 | 1 | 1 |
| Charge-related Suspensions | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |

** Cancellation of Enrolment is a process applicable only for students post-compulsory school age; as Calliope SHS is yet to have students at this age, this is not yet an enforced process within the school.*

# Learning and Behaviour Statement

At Calliope State High School, our overarching ambition is to see everyone one of our students grow and improve academically and personally, experiencing individual success. We believe that student learning and student wellbeing are inextricably linked and together influence student behaviour. It is our school's vision "to create a community of agile learners who are thinkers, resilient and kind" and our mission to "do our personal best, be curious learners and create an inclusive community". We consistently use these guiding statements to set the standard for our disciplined supportive learning environment. It is our goal to use aligned student-centred strategies to maximise learning and engagement and continue to create a school culture where all students feel safe and included. At the core of this endeavour is the belief that positive relationships are central to all student success at school.

Figure 1 Source: NSW Government - Education

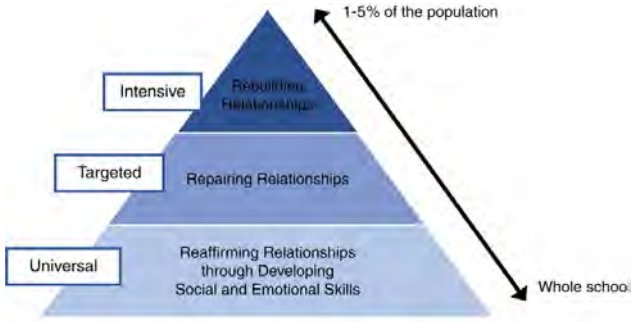
A key aspect of the teaching and learning approach at Calliope State High School in order to create the conditions for success is the use of restorative practices, encouraging behaviours that are supportive, reflective and respectful. Our aim in applying this approach is to develop a school culture in which individuals are accountable for their choices and supports are in place to repair harm caused to others as a result of their actions. "A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur." (NSW Government – Education, 2020, page 1).

Within this framework and to set the standard for our learning environments, we consistently use the mantras or core beliefs to the right to guide behaviour.

| SCHOOL MANTRA | WHAT THIS LOOKS LIKE IN PRACTCE |
|---|---|
| | • Follow the school's *Student Dress Code* and wear the school uniform appropriately, as expected and with pride<br>• Using polite/courteous language at all times, including tone of voice<br>• Respecting personal space, and our own belongings the belongings of others (including school property)<br>• Removing hat when entering indoor spaces (unless part of a personalised plan)<br>• Requesting permission to leave a classroom or learning area and only do so once permission has been received<br>• Take personal responsibility of mistakes made and the steps necessary to address any harm caused from personal choices<br>• Accept the consequences issued for personal choices<br>• Report any damage or equipment problems in a timely manner<br>• Follow the school's *Personal Technology Devices Policy*<br>• Respect and appreciate the differences between yourself and others |
| | • Do your personal best in all situations and contexts at your highest possible standard<br>• Complete all work as instructed and to the highest possible standard<br>• Demonstrate punctuality (to school and each lesson in particular)<br>• Attend school every learning day on which this possible<br>• Place rubbish in the bin<br>• Use positive 'self-talk' and see difficulties as challenges to overcome<br>• Take responsibility to organise your own time, belongings and work<br>• Complete as much work as possible in the designated learning time to your highest standard<br>• Meet the school's assessment policy conditions and due dates for tasks set<br>• Seek assistance both within and outside of the classroom if and when necessary |
| | • Speaking to others with respectful words and tone<br>• Using polite/courteous language when under pressure or feeling frustrated<br>• Following staff directions (which will also be calmly delivered and reasonable)<br>• Display physical behaviours appropriate for school (limiting physical contact with others wherever possible)<br>• Stay in permitted areas only (avoid 'out of bounds' areas)<br>• Resolve conflict through methods void of aggression or violence<br>• Report all issues and/or concerns to appropriate staff in a timely manner<br>• Be solutions focussed when approaching personal issues<br>• Be willing to work with others to solve problems and hear their point of view<br>• Follow school-specific policies and expectations and related routines<br>• Waiting for permission to enter the classroom and other designated areas in the school<br>• Interact with others appropriately, as evident through words and actions |
| | • Listen actively and waiting for your turn to talk in conversations and in class<br>• Put your hand up in a classroom and wait to be called upon by the person managing the classroom to speak before doing so<br>• Respect the right of all students to learn and of all teachers and teacher aides to teach<br>• Whenever having a conversation with a select group of people in a learning setting, making sure the volume of the conversation is low and not audible to anyone not involved in the discussion.<br>• When moving around a learning area, doing so in a manner that does not take other students' attention away from their learning<br>• Only moving around a learning area when necessary and with the appropriate permissions |

# Multi-Tiered Systems of Support

Within our framework, multiple tiers of support are included in which identified needs of individual students are matched to increasingly intensive intervention strategies.




**Source:** Adapted from Morrison's (2004) hierarchy of restorative responses

These tiers extend from a 'universal' level – including all students – to an intensive level, applicable to a small section of the school's student population.

## Universal Tier

All students at Calliope State High School receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, including the General Capabilities and Calliope State High School expectations. Strategies we use to reaffirm relationships and develop social and emotional skills at Calliope State High School include (but are not limited to):

- delivering a quality-assured, at-level curriculum.
- consistent use and teaching of the school's mantras in the contexts in which they are applicable.
- teaching a range of behaviours relevant to a range of settings and situations.
- consistently addressing school behaviours across the school, considering developmental norms, functions of behaviour and individual circumstances.
- vertical Pastoral Care classes organised in school sporting houses.
- creating opportunities for student voice and leadership in many and varied ways.
- positive affirmation of personal achievements in meaningful ways.
- access to support staff and the school's Leadership Crew throughout the school day.
- regularly communicating with students and their parents/carers to gain from their perspectives on our school climate, instruction deliver, and reinforcement of expectations, so that improvements can be made when and where warranted.

## Targeted Tier

Targeted instruction and supports for some students provide more time and access to support services to not only meet our required academic and behavioural standards, but also to scaffold the repair of applicable relationships. Targeted supports build on the practices in the Universal Tier and have been shaped with the goal of reducing the need for more intensive interventions and/or consequences. Examples of targeted strategies include (but are not limited to):

- Restorative chats in the classrooms to address choices that contradict school expectations.
- Mediated restorative conversations between students (and/or student and staff) to address incidents and work towards minimising future occurrences of unacceptable choices.

- Proactive Student Behaviour Plans and/or Personalised Learning Plans completed for students to identify areas for development and strategies for support.
- Students nominating staff with which they have a positive relationship to check in with them at a nominated timeframe.
- Guidance and counselling.
- Regular contact home, including proactively, to keep the home-school partnership strong.

### Intensive Tier

Within this model, there are intensive supports for a small percentage of the school population who may require long term and ongoing interventions to see positive modifications in behaviour. A key aspect of this tier is a comprehensive, wrap-around case management approach in which an individualised support plan is outlined and regularly reviewed by all key stakeholders.

Intensive supports are individualised and exist along a continuum. Supports put in place at this level require all relevant stakeholders analysing the underlying reasons for a student's behaviour and addressing it through strategies which aim to:

- prevent the problem behaviour choices;
- teach the student acceptable replacement behaviours;
- reinforce the student's use of the replacement behaviours; and
- minimise the payoff for problem behaviour choices.

## Consideration of Individual Circumstances

Calliope State High School operates from the premise that we are an inclusive school and we cater for diverse learners. All staff take into account students' individual circumstances, including (but not limited to) their learning history, enrolment history, behaviour history, possible disabilities and/or mental health diagnoses, religious and/or cultural considerations, home environment, family structures and care arrangements when teacher expectations, responding to inappropriate behaviour, engaging in restorative practices, or applying consequences for choices. With this in mind, the heart of our approach is to know and see the child first, understand their personal circumstances second.

In taking into consideration the individual circumstances of each of our students, we recognise at Calliope State High School that the way we teach, the supports we provide, and the way we respond to students will differ at times. This reflects the principle of equity, where every student is given supports they need to be successful. This also means not everyone will be treated the same, because treating everyone the same is not fair, nor does it help us achieve our goal of seeing each of our students achieve success. For example, some students need additional supports to interpret or understand expectations. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our staff consider with each individual student in both the instruction of appropriate behaviour and the response to behaviours.

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student may have been issued, we will not

disclose or discuss this information with anyone but the student and their listed guardians. This applies even if the behavioural incident, such as bullying or harassment, involves their own child. Parents and guardians can be assured that school staff takes matters, such as bullying and harassment, seriously and will address them appropriately. We appreciate that parents/carers and students respect the privacy of others in this way.

If you have concerns about the behaviour of another student at Calliope State High School, or the way our staff have responded to an incident, please contact our school's Communication Officers (see page 3) to organise appropriate follow up.

## Student Wellbeing

As referenced at the start of the 'Learning and Behaviour Statement' on page 11, at Calliope State High School, we believe that 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 learning cultures and embedding student wellbeing in all facets of school life, connecting the learning environment, curriculum and pedagogy, and policies, procedures and partnerships for learning and life.

### Curriculum and Pedagogy

At Calliope State High School, we build the foundations for positive wellbeing and lifelong learning through the embedding of the Personal and Social Capabilities (Self-awareness, Self-management, Social awareness and Social management) from the Australian Curriculum within our implementation of the P-12 Curriculum, Assessment and Reporting Framework. Aspects of this delivery are also informed on the needs of the student population and the wider school community. In 2020, this delivery included a session delivered by the Department of Education's Cybersafety and Reputation Management team and session related to mental health for Queensland's Mental Health Week in October. The school will work to continue these partnerships in future years.

### Policies and Expectations

At Calliope State High School, we recognise there will be specific health and wellbeing matters that will need to be addressed at a whole school level to those that require attention at individual student level, or in certain circumstances. The following list covers many that may be applicable:

#### *Medications*

Calliope 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, our staff 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.

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

***Specialised Health***

Calliope 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.

***Mental Health***

Calliope State High School implements early intervention measures and supports for students where there is a reasonable belief that a student is experiencing a mental health difficulty. This includes facilitating the development, implementation, and periodic review of a Student Plan.

***Risk Assessment Management Plans***

Where the behaviours of an individual student pose a notable risk to their own safety and the safety of others, the school will put in place an Individual Risk Assessment Management Plan (or similar) with key strategies to maximise both the safety of the school community and the access of the student to their learning environment.

***Drug Education and Intervention***

On the unlikely occasion of drug-related incidents at school, during school activities or while in school uniform, Calliope State High School will implement drug intervention measures for students involved. This will be managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

***Suicide Prevention***

Calliope State High School staff who notice suicide warning signs in a student should seek help immediately from the Guidance Officer, Leadership Crew member or other appropriate staff member.

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

- the student is not left alone.
- the safety of the student and the safety of other students and staff is maintained.
- students have access to, and receive, appropriate support immediately.
- the relevant parents/carers 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, Calliope State High School will enact 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 may occur on school grounds or at a school event, Calliope State High School staff will immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provide to students and staff who may be affected.

## Student Support Network

Calliope State High School is proud of our developing Student Support Network, in place to reinforce and guide the social, emotional and physical wellbeing of every student. In addition to the assistance provided by our classroom teachers, we have a 'crew' approach with dedicated roles to help our school be an inclusive, nurturing environment.

Students can approach any trusted school staff member at Calliope State High School to request assistance or advice. Members of our Leadership Crew (Principal, Deputy Principals and Heads of Departments) have involved presence around the school before school, at both breaks, and immediately after school. This involved presence has been consciously implemented to make key school personnel available to students to report issues and request assistance, regularly and easily.

School community members who would like more information about student support roles and the associated responsibilities are invited to contact our school's Communication Officers (contact details on Page 3 of this document).

In 2020, the student supports at Calliope State High School included the following:

| Role | Associated Responsibilities |
|---|---|
| Principal and Deputy Principals | • Provide leadership in the school to promote an inclusive, positive school culture.<br>• Maintain an implement and review cycle for key support processes and related Standard Operating Procedures.<br>• Monitor learning, attendance and behaviour data to identify where support, intervention, celebration and resourcing is warranted. |
| Head of Department – Student Services | • Oversees the implementation of individual support plans for students with specific needs.<br>• Co-ordinates transition to secondary for students from Year 6 to Year 7. |
| Heads of Department – Curriculum Areas | • Provide support, both academically and behaviourally, within classrooms and across the school |
| Guidance Officer | • Provides comprehensive student support within the school offering counselling with students on a one-on-one basis or in a group setting.<br>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills.<br>• Co-ordinating restorative conversations between students where and when appropriate.<br>• Liaises with parents, teachers, or other external health providers as need as part of the counselling process. |

| | |
|---|---|
| Youth Support Coordinator | • Relating to staff nominated by students requiring proactive targeted interventions, 'check in' staff actively check in regularly with students to pre-empt school-based issues and coach students to implement or access support strategies. |
| Key Support Teacher Aide/s | • Engages students in restorative chats to identify patterns of behaviour and strategies to address issues and repair relationships.<br>• Leads students through the completion of Proactive Student Management Plans. |
| Student Development Coordinator/s | • Responsible for student welfare of each school sporting house<br>• Monitors student attendance data<br>• Ensures students feel safe and comfortable and want to come to school<br>• Nurtures a sense of belonging to the Pastoral Care class, the year level, the relevant house and the school in general |

It is planned to continue these specific supports in 2021 and beyond. As a growing, evolving school, there may by changes to this list as the school expands to full capacity.

It is also important for students and parents/carers to know there are regional and state-wide support services available to supplement the school network. These include: Principal Advisors: Student Protection; Mental Health Coach; Autism Coach; Inclusion Coach; Advisory Visiting Teachers; and Senior Guidance Officers. For more information about these services and roles, please speak with our Head of Department – Student Support.

# Whole School Approach to Discipline

Calliope State High School prides itself on using evidence-based practices to approach to creating a safe, supportive school environment and a culture that promotes learning. As per the 'Learning and Behaviour Statement' within this *Student Code of Conduct,* we view the school's role in influencing student behaviour to be one that encourages students to take ownership of their choices and guides to repair any harm or damage caused through their actions. Our approach at Calliope State High School is fundamentally one that views our responses to student behaviour as opportunities for students to learn how to better meet school expectations and chances to problem solve with students ways they can rectify the situation in which they have found themselves. This is one of the reasons we heavily draw on restorative practices to address any issue at school as it arises.

As such, our 'whole school approach to discipline' views 'discipline' more than punitive responses in place for misbehaviours and about using effective, validated practices that build student 'discipline' or skills of self-regulation, so that our students are better equipped with the skills they need to manage conflict and be productive members of society in the future. This view is supported by neuroscientific approaches to learning, understanding that the cortices of our students are experiencing a period of rapid growth and the pathways formed during this period will be a key determinant of future responses.

Underpinning this approach is a collective belief that productive, respectful relationships are essential to students experiencing success at school. Together with clear expectations and consistently addressed boundaries, these facets form the basis of the support provided to students at Calliope State High School. Staff are guided in their practice to deliver in these areas by following the school's Standard Operating Procedures (SOPs) and utilising the *Essential Skills of Classroom Management* (ESCMs) when teaching. Our teachers are also bound to work towards actualising the seven Professional Standards for Teachers, which outline what teachers should know and be able to do to support students. In particular, when it comes to our whole school approach to discipline, our teachers draw from the fourth professional standard: *Create and Maintain Supportive Safe Learning Environment.* This standard guides teachers to consider how they deliver on the following areas:

- Inclusive student participation
- Manage classroom activities
- Manage challenging behaviours
- Manage student safety
- Use ICT safely, responsibly and ethically

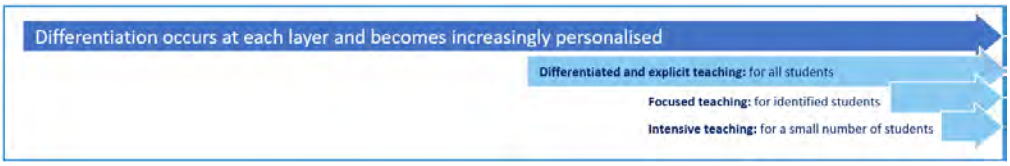
Our belief that productive, respectful relationships are essential to students experiencing success at school is not limited to working with students. At Calliope State High School, we believe that the partnerships formed with our students' parents and carers are central to guiding students to achieve success. For this reason, we prioritise proactive contact home and seeking ways to involve parents and carers in their children's education.

## Differentiated and Explicit Teaching

"Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices." (Department of Education – Queensland, 2020, page 1). At Calliope State High School, our staff continually aspire to provide the most inclusive learning environment reasonably possible.

Universal Design for Learning is used as a framework to guide decisions to adapt how students are engaged in learning, how their learning is represented and how they can express their learning. These decisions about differentiation are made in response to data and day-to-day monitoring that indicate the behavioural learning needs of students. The 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 for behavioural learning is the same used for academic and pedagogical differentiation.




These three layers map directly to the tiered approached discussed earlier in the 'Learning and Behaviour Statement', but the diagrams are inverted. For example, the Universal tier aligns with the differentiated and explicit teaching for all students. The 'focussed teaching for identified students' aligns with the targeted tier and the intensive teaching for a small number of students matches the intensive tier in the restorative responses pyramid.

## Focused Teaching

At Calliope State High School, we understand that there will be a percentage of students whom may benefit from additional support and direction to meet the school's behaviour expectations. This group of students may change throughout the year and may require more support in specific circumstances than others. These students may experience difficulty meeting the schools behaviour expectations at particular times of the day, including lunch breaks, and/or when participating in a particular learning area/subject; consequently, focused teaching is provided to (1) help the student achieve success, (2) to develop the skills to display appropriate behaviour in all situations; (3) differentiate support that suits the student, the needs they are presenting and the overall goal.

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.

Staff, including teachers and school leadership crew members, work with students and other teachers at Calliope State High School to provide the focused teaching required. Focused teaching is aligned with our school's four behaviour-related mantras and is monitored by the classroom teacher/s and the Head of Department – Student Support Services to identify student who:

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

## Intensive Teaching

Researched evidence indicates that even in effective, well-functioning schools, it is not uncommon to have a small population of students who require intensive teaching to achieve the established behaviour expectations of a school. Intensive teaching involves frequent and explicit instruction, with individuals, or in small groups, to develop mastery of the behavioural concepts, skills and knowledge.

Similar to the parameters of focussed teaching, some students will require intensive teaching of expected behaviours for a short period of time, while other students may require intensive teaching for a more prolonged period. Decisions about the approach for students who require intensive teaching at Calliope State High School are made based on data collected within the school and will involve consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and/or challenging, individualised, function-based behaviour assessments, individual support plans, negotiated part-time educational programs and/or multi-agency collaboration may be offered to the student. These approaches aim to address the acute impact of barriers to learning and participating faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a case manager at the school who will oversee the co-ordination of their program (including maintaining clear and up-to-date records on *OneSchool)*, communicate with all stakeholders, and directly consult with the student.

# Legislative Delegations

## Legislation

There are specific legislations that inform student discipline procedures in State schools. Links to some of those relevant to the Calliope State High School *Student Code of Conduct* are listed below. (If unable to access the hyperlinks, please use your internet search browser to locate the relevant piece of legislation):

- 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, including 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 2017 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

If you are unable to access the hyperlinks provided through this *Student Code of Conduct,* please contact the school's Communication Officers (see page 3) and they will help you access this information. You may also wish to use a search engine on the internet to locate the legislation documents listed above.

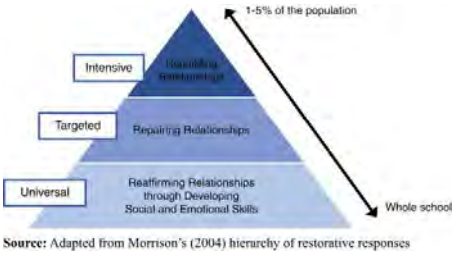
# Disciplinary Consequences

Before detailing the approach at Calliope State High School to implement consequences for inappropriate behaviour choices, it is important to recognise that the majority of our students are confident and capable of meeting our school's expectations and actualising the school's mantras when they are implemented in the manner explained in the previous sections of this *Student Code of Conduct.* In-class corrective feedback, sanctions and rule reminders, and contact home may be used by staff to respond to low-level examples of inappropriate behaviour choices.

Underpinning any consequence issued for behavioural choices at Calliope State High School is an understanding that each situation needs to be dealt with, and given, due consideration. Our chief endeavour is to implement consequences that are logically connected to the undesired behaviour, with clear links to natural justice. Our key foci on applying consequences for behaviour are to:

- model 'calm and reasonable' responses in all situations.
- teach students more appropriate ways to meet their needs.
- develop a reflective understanding of the harm done to, and the impact on, others.
- encourage students to take responsibility for their actions and to repair any harm or damage done.

The disciplinary consequences shared in this section are regularly reviewed against school behavioural data in order to evaluate the effectiveness of each strategy and the consistency of issuing consequences by staff. This review includes consultation with staff and the school community to ensure agreement with our application of these consequences.



**Source:** Adapted from Morrison's (2004) hierarchy of restorative responses

The consequences applied for behaviour at Calliope State High School follow similar tiers to those applied in providing support interventions. Following the principles underpinning the *Essential Skills of Classroom Management*, the idea is to work from the least intrusive to the most intrusive strategy as much as possible.

## Decision Making Processes

In implementing consequences for inappropriate student behaviour, staff first of all consider how restorative practices may be implemented to have greater opportunity to educate on better choices to make, help the student take ownership of their choices and guide the student to take positive action to address and damage caused by their choices. As stated in the previous section, at Calliope State High School we aim to implement consequences that are logically connected to the undesired behaviour.

In all situations, staff work to ensure procedural fairness (also known as natural justice) is provided to all students involved. This is of particular importance when allegations of more serious misconduct are made. Students have a right to give their

statement and, if being accused of the inappropriate action, they have a right to hear the allegations and respond. In addition, once a behaviour has been reported, effort is made to address the matter in a timely manner without delay.

At Calliope State High School, is it considered important that the information gathering process is thorough and provides all parties with an opportunity to present their version of events. As much as feasibly possible, two staff members will be present when interviewing a student about an incident. If this is not possible, further considerations on ensuring procedural fairness has been demonstrated will put in place. Two of the key guiding principles of procedural fairness considered here are: (1) avoiding bias; and (2) giving a fair hearing.

In summary, the general principles that are considered when issuing a consequence for behaviour at Calliope State High School include:

- undertaking an assessment of the student's behaviour and the level of risk.
- collect sufficient information to be confident in the decision made.
- take into account the student's individual circumstances.
- consider procedural fairness in all decision making.

### Behaviour Outside of School

When students are out in the community, typically on their way to and from school, or on any occasions when in school uniform or identifiable as a student of Calliope State High School by their clothing, conduct or association, are to abide to the school's behavioural expectations. Student behaviour outside of school hours that affects the reputation and/or good order and management of the school may be addressed through this *Student Code of Conduct.*

## Multi-Tier Consequences for Inappropriate Student Behaviour

Each example of inappropriate student behaviour is considered on its own unique circumstances and the are no mandatory consequences for specific student behaviours. The following sections share a range of possible responses to student behaviour, as aligned with Morrison's (2005) Hierarchy of Restorative Responses, to provide examples of logical consequences that may be applied in different situations, using the decision-making process shared above.

### Universal Tier

Classroom teacher/s provide in-class or in-school responses to low-level or minor inappropriate behaviours. Minor inappropriate behaviours include actions that:

- are minor breeches of school mantras and related expectations
- have minimal impact on the learning and wellbeing of others
- are not part of repeated disruptive and/or non-compliant behaviours
- do not require intervention by the Leadership Crew

Examples of behaviours that may be addressed at this level may include:

- Lateness to class
- Low-level disruptions in class
- Littering
- Misuse of technology including school or personal devices
- Low-level use of inappropriate language or tone of voice
- Low-level refusal to follow instructions of staff
- Low-level breeches of the *Student Dress Code*

Responses to minor inappropriate behaviours may include (but are not limited to):

- Proactive use of the school mantras to guide behaviours
- Explicit explanation of desired behaviour
- "Connecting before correcting" (Connect > Care > Values > Belief)
- Restorative chat (including at the end of a lesson)
- Non-verbal and/or visual cues.
- Corrective feedback (e.g. "hand up when you want to ask a question")
- Proximity control
- Positional teaching
- Tactical ignoring of an inappropriate behaviour
- Revised seating plan and reallocation of student/s
- Contact with parents/carers to discuss observed behaviours
- Positive contact home when appropriate behaviours are displayed
- Individual close-talk, which takes place only between the student and the teacher
- Redirection to learning
- Use of reflective questions (What are you doing? What should you be doing? What are you going to do now?)
- Making up time at the end of the lesson (not to be more than 20 minutes of the break)
- A combination of two or more of the aforementioned consequences

### Targeted Tier

Inappropriate student behaviour requiring more targeted intervention may involve follow up and responses from other school-based staff. Examples of behaviours that may feature at this level include (but are not limited to):

- Repeated disruptive behaviour
- Repeated non-compliance with routines and/or staff directions
- Damaging equipment and/or property
- Repeated bullying or harassment
- Verbal misconduct
- Physical conduct
- Possession of prohibited items
- Continued and/or serious breaches of the *Student Dress Code*
- Conduct prejudicial to the good order and management of the school

Consequences at this level may include those listed at the Universal Tier, but also (again, not limited to) the following:

- Restorative chat with a member of the Leadership Crew
- Restricted lunch breaks
- Required change of location in classroom/lunch area
- Detention (including after school detention – see Appendix)
- Contact home and/or a meeting with parents/carers
- Targeted skills teaching
- Break time structure agreed upon, followed and monitored
- Confiscation of item (see 'Temporary Removal of Student Property' for more detail)
- Required use of 'Check In, Check Out' strategy
- Case management by a member of the school's Leadership Crew or Support Staff

- A Personalised Learning Plan or Proactive Student Management Plan
- Classroom monitoring sheet and daily reporting
- Conference with student, parents/carers and school staff
- A combination of two or more of the aforementioned consequences

When a student has exhibited a behaviour at this level, it is the school's expectation that the incident will be recorded on *OneSchool* and that contact home will be made.

### Intensive Tier

Student behaviours that may feature at this level include (but are not limited to):

- Serious verbal misconduct (including direct threats to staff)
- Serious physical misconduct
- Serious breaches of the *Student Dress Code*
- Continued insolence
- Serious bullying and harassment (including one-off threats of serious harm)
- Sexual harassment
- Graffiti or vandalism
- Possession of prohibited items
- Serious conduct prejudicial to the good order and management of the school

Behaviours at this level will see the Calliope State High School Leadership Crew, in consultation with the Student Support Network, work together to address persistent or serious problem behaviour. This may include (in addition to consequences listed in the previous two tiers):

- Complex Case Management and associated reviews
- Stakeholder meetings with parents and any relevant external agencies
- Temporary removal of student property
- Individual Discipline Improvement Plan
- Negotiated Part-time Educational Programs for a short period of time
- Learning offline for a period of time negotiated with parents/carers
- Short-term suspension from school (1 to 10 days)
- Long-term suspension from school (11 to 20 days)
- Charge-related suspension from school (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 about their exclusion from school)
- Exclusion (a 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 (not yet relevant to Calliope State High School)
- A combination of two or more of the aforementioned consequences and/or strategies

When a student has exhibited a behaviour at this level, it is the school's expectation that the incident details, all relevant documentation (e.g. incident statements), and

all contact with relevant parties (including telephone calls and meetings) will be recorded on *OneSchool.*

## Detentions

References to 'making up time during lunch breaks' or 'restricted lunch breaks' in the list of consequences for inappropriate student behaviour relate to the more commonly used term 'detention'. Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). The Principal decides what happens at Calliope State High School regarding detentions in consultation with the school community,

Typically, detentions may occur during lunch breaks at Calliope State High School. These detentions may be issued by teachers or members of the school's Leadership Crew. Detentions issued by teachers much not exceed 20 minutes in duration. Detentions issued by a teacher may involve remaining in the classroom or accompanying the staff member on a lunchtime duty.

If the Leadership Crew issues a detention which puts restrictions on the student's interactions during lunch breaks, the student must still be allowed to access their lunch and the amenities when requested. Students on a detention must be supervised at all times.

Calliope State High School reserves the right to issue an out-of-school-hours detention to students. If an out-of-hours detention is issued, the following will be required:

- a risk assessment will have been completed and a relevant risk management plan developed;
- notification and consultation with the student's parents/carers at least 24 hours before the detention is scheduled;
- notification to parents/carers provided verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled, including the following information:
    - the reason/s for the detention;
    - the location and duration of the detention;
    - the responsibility of the parent to arrange travel/supervision to and from the detention, as appropriate.
- prior to the out-of-hours detention, the relevant consent form is completed.

It is considered best practice at Calliope State High School for parents to be informed if their student is issued a detention as a consequence. The behaviour warranting a detention and the consequence are also to be recorded on the relevant student's *OneSchool* record. If a student fails to attend a detention, this may be considered disobedience and the Principal will decide about the appropriate course of action.

## *OneSchool* Behaviour Data

At Calliope State High School, information about students is kept on the Department of Education's *OneSchool* database. This information includes absences, academic reports, support provisions and behaviour incidents. The primary function of *OneSchool* is to be a single point of access for student-specific information.

Staff are required to add details of behaviour incidents involving students to *OneSchool* in a timely manner, using factual, impartial language. The school uses the information recorded to analyse behaviour trends and information strategies employed. Parents/carers have the right to request access to information recorded on *OneSchool*; more information on how to do this may be accessed by visiting

Add information on record keeping and using information from OneSchool here https://www.qld.gov.au/education/schools/information/contact/pages/accessing.

## School Disciplinary Absences

As mentioned in the 'Data Overview' section of this *Student Code of Conduct*, School Disciplinary Absences (SDAs) may be applied by a Principal as consequence for a major inappropriate behaviour choice by a student. An SDA is an enforced period of absence from attending a Queensland state school for a negotiated length of time. 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 Calliope State High School, the issuing of any SDA is considered serious, which is one reason the authority to make these decisions is restricted to the Principal. Prior to making a decision about the suitability of a SDA as a disciplinary consequences, the Principal will consider the individual circumstances of the student, including their behaviour history, the supports in place for them at school, disability, mental health, wellbeing, religious and cultural considerations, home environment and care arrangements.

The *Education (General Provisions) Act 2006* provides authority for the Principal of a state school to suspend a student from their school on the ground/s of:

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other student or of staff
- The student is charged with a serious offence (as defined in the *Working with Children (Risk Management and Screening) Act 2000)*
- The student is charged with an offence, other than a serious offence, and the Principal is reasonably satisfied it would not be in the best interests of the other students or of staff for the student to attend the school while the charge is pending.

While the Principal is the only officer in the school with the authority to issue an SDA as a disciplinary consequence, they may authorise Deputy Principals to discuss the decision with the student and their parents/carers.

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 student and their family to present their cases 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 their education while completing their SDA. If a parent makes the decision to enrol the student at a different state school, they need understand that the suspension (and, consequently, the enrolment at Calliope State High School) will remain in effect until the suspension has been completed.

**Re-entry following suspension**

Students who are issued a Student Disciplinary Absence from Calliope State High School should expect to be invited to a re-entry meeting, usually on the day of their scheduled return to school. It is expected that a parent or carer will also be present at the re-entry meeting. The main purpose of this meeting is to welcome the student, with their parent/s or carers, back to the school and use restorative based reflections to address any harm caused and (re)evaluate any supports in place for the student. The re-entry meeting is not a time to review the student's behaviour or the decision to issue a student disciplinary absence. The core aim of the re-entry meeting is for school staff to set the student up for future success and strengthen the home-school relationship and future communication.

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually the suspension letters. Re-entry meetings are intended to be short, but a key feature is gauging the mindset of the student. At Calliope State High School, re-entry meetings are often attended by two staff members for support.

The structure of the re-entry meeting follows a set agenda. If additional items are raised for discussion in the meeting, a separate arrangement should be made to meet with the parents/carers at a later date and time. Key aspects of the re-entry meeting may include:

- Welcome back to the school
- Check in on the student wellbeing
- Revisiting the school's expectations
- Review supports in place for the student and any additional required to set them up for a successful return to school
- Set a date for a follow-up conversation
- Thank the student and parent/s for attending

In planning the re-entry meeting, Calliope State High School staff will consider reasonable adjustments beneficial/needed to support the attendance and engagement of the student. The review of individual support plans and the strategies contained within, in addition to the inclusion of the input of support staff (e.g. Guidance Officer), may also be key features of the meeting to ensure successful re-entry to school.

# School Policies

Calliope State High School has tailored school policies designed to ensure students, staff and visitors work co-operatively to create and maintain a safe and supportive learning environment. All members of the Calliope State High School are asked to familiarise themselves with the responsibilities for students, staff and visitors outlined in the following policies:

- Student Dress Code
- Preventing and Responding to Bullying and Harassment
- Appropriate Use of Social Media
- Use of Mobile Telephones and Other Devices by Students (including laptops)
- Temporary Removal of Student Property

## Student Dress Code

Calliope State High School has a Student Dress Code regulated under the Education Act 2006 which has been endorsed by the Calliope SHS Parents and Citizens Association (P&C). The dress standards for Calliope State High School have been tabled to reflect the community expectations and standards as determined by the Principal in consultation with school community representatives, including prospective students and their parents/caregivers.

The Calliope SHS Student Dress Code has been designed to assist our students to uphold the school motto of “attitude, strength and purpose”. It is the school’s intention that the school uniform be worn with pride at all times, while being functional and comfortable for our students. It supports our mission of creating an inclusive school culture by generating conditions to build our sense of community as a young school.

The Calliope SHS uniform can be purchased from our school Uniform Shop. In order to suitably address regulations concerning sun protection, personal hygiene, Workplace Health and Safety, and modesty, students are expected to adhere to the Calliope SHS Student Dress Code as a condition of enrolment. If a student is unable to wear our uniform to school, they are to provide a signed, dated note from their parent/caregiver to obtain a uniform pass for the day; please note the list of nonpermitted items in the Dress Code table specifics below.

**Purpose of the Student Dress Code**

- To regulate student dress to maximise cohesion across our school community;
- To present a positive image of our school to the public;
- To provide functional and economical dress choices for our students;
- To promote student pride in our school.

**Calliope State High School Student Dress Code specifics:**

| | |
|---|---|
| Shirt | School polo shirt (blue, gold and black) with school logo over chest on left-hand side.<br>The Calliope SHS shirt has a collar and short sleeves. |
| Pants | Black school shorts with school logo. |
| Socks | Plain white or black socks to be worn. Must be visible. |
| Shoes | Enclosed, lace up shoes are to be worn at all times. Plain white or plain black preferred.<br>Plain black shoes to be worn with the formal uniform when representing the school. |
| Hat | School hat with school logo: black on the outside, school house colour of the reverse side. |
| House Shirt (Optional) | House-coloured polo shirt with school logo on left-hand side (Awoonga – red; Diamantina – blue; Kroombit – green) |
| Jacket | Zippered blue jacket with gold trim and school logo on chest (left-hand side). |
| Jumper | Plain black or plain navy fleecy jumper (no hood, no logos, no printed words or images) |
| Long Pants | Long, plain black tracksuit pants. No logos, prints or additional colours. No leggings or tights, unless worn under school shorts or skirt. |
| Blouse | Optional - Formal uniform. White blouse with gold trim and school logo on left-hand side. |
| Shirt | Optional - Formal uniform. White shirt with black and gold trim on sleeve and school logo on left-hand side. |
| Formal Skirt | *Optional - Formal uniform.* Part of formal uniform. Blue, black and gold tartan skirt with school logo on bottom right-hand side. |
| Formal Shorts | *Optional - Formal uniform.* Part of formal uniform. Black formal shorts with school logo on bottom right-hand pant leg. |
| Trousers | *Optional - Formal uniform.* Part of formal uniform. Plain black trousers. |
| Tie | *Optional - Formal uniform.* Part of formal uniform. Blue school tie with black and gold stripe and school logo. |
| Blazer | *Optional - Formal uniform.* Part of formal uniform. Black school blazer with school logo on left breast pocket. |
| Hair | • To be neat and tidy at all times. • Shoulder length hair to be tied back for practical subjects (e.g. Design Technologies, Science, The Arts). • Facial hair to be neatly trimmed. • Extreme hairstyles or colours discouraged. |
| Jewellery | • Earrings: small studs or small sleepers only (no bigger than 1cm in diameter). No additional items attached to sleepers. • Ring: one signet ring permitted. • Necklace: one fine chain may be worn under shirt. • Extra piercings (e.g. facial piercings): clear retainers to be worn to school. • Watch may be worn on wrist. • Medical bracelets permitted. • For sport, all jewellery must be removed or taped as per Department of Education regulations. |
| Make Up | • Face: tinted moisturiser only. SPF protection encouraged. • Nails: clear or pale pink nail polish only. • No acrylic nails to be worn to school. • No heavy eye make-up or heavy lip colour. |
| Sunglasses | • Students are encouraged to wear sunglasses when outdoor for breaks; a close-fitting wraparound style that meets AS/NZS 1067 is recommended. |
| Head Coverings | • If a student has religious beliefs that denote the need to wear a head covering, a plain head covering (preferably matching our school colours) may be worn. • If a student has a medical condition (e.g. Alopecia) that may warrant wearing a head covering in class, the school hat is to be worn wear possible. |
| Out of Uniform (Free Dress) Days | It is important that students uphold the school's positive reputation and present themselves in a manner that is neat, modest and meets safety requirements, including sun protection and Workplace Health and Safety. Consequently, students are required to wear sleeved-tops and closed-in shoes on all occasions, unless specifically informed. Items in the list below ('Items not to be worn to school') need to also be considered, excluding denim shorts or jeans. |
| Items not to be worn to school | • Denim shorts, board shorts or jeans.<br>• Singlets/sleeveless tops. • 'Short' shorts (to at least reach the tips of fingers when hand fully extended down by side of leg). • Hooded tops/jumpers. • Any other hat (unless specified in a personal plan); this includes caps and beanies. • Leggings/tights worn as pants. • Items (including hats or socks) with inappropriate/offensive pictures, wording and/or symbols.<br>• Anything around the wrist/s or ankle/s other than a watch and/or a medi-alert bracelet. |

If a Calliope State High School student breeches the parameters of this *Student Dress Code*, their choices will be followed up as per the 'Disciplinary Consequences' section of this *Student Code of Conduct.*

# Preventing and Responding to Bullying

Calliope State High School refers to the Queensland Department of Education's Learning and Wellbeing Framework to guide the promotion of positive relationships and the wellbeing of all of our students, staff and visitors at the school.

Part of our school mission is to "…create an inclusive community". It is important to us that each and every member of our school community feels valued and has a strong sense of belonging. These things may be achieved when we provide a safe, supportive and disciplined learning environment. At Calliope State High School, we believe that respectful relationships are the cornerstones of effective learning environments and a positive school culture.

At Calliope State High School, we share the vision that is espoused through the Australian Student Wellbeing Framework that schools should be "learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential".

The vision of the Framework is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential. Consequently, clear links can be made between the practices at Calliope State High School and the five key 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. One way this is achieved at Calliope SHS is presence by the school's leaders before school, during lunch breaks and after school, to be available for students and parents/carers.

**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 responsible.

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.

**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 Calliope State High School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Students enrolled at Calliope State High School may face in-school disciplinary action, such as detention, lunchtime withdrawal or removal of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour which occurs outside of school hours or settings.

The following flowchart explains the actions Calliope 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.

## Calliope State High School - Bullying response flowchart for teachers

*Please note these timelines and process 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:

**Communication Officers:** Kelly Chadburn (0436 916 868) and Mel Daniels (0436 916 866)

**Listen**

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. 'Immediate' in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ensure that relevant members of the Calliope State High School Leadership Crew are aware of the situation

**Document**

- Ask the student for examples they have of the alleged bullying (e.g. hand-written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in *OneSchool*
- Notify parent/s that the issue of concern is being looked into

**Collect**

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

**Discuss**

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution, and – if appropriate – use restorative processes
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

**Implement**

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

**Review**

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

**Ongoing Follow up**

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in *OneSchool*
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

**Cyberbullying**

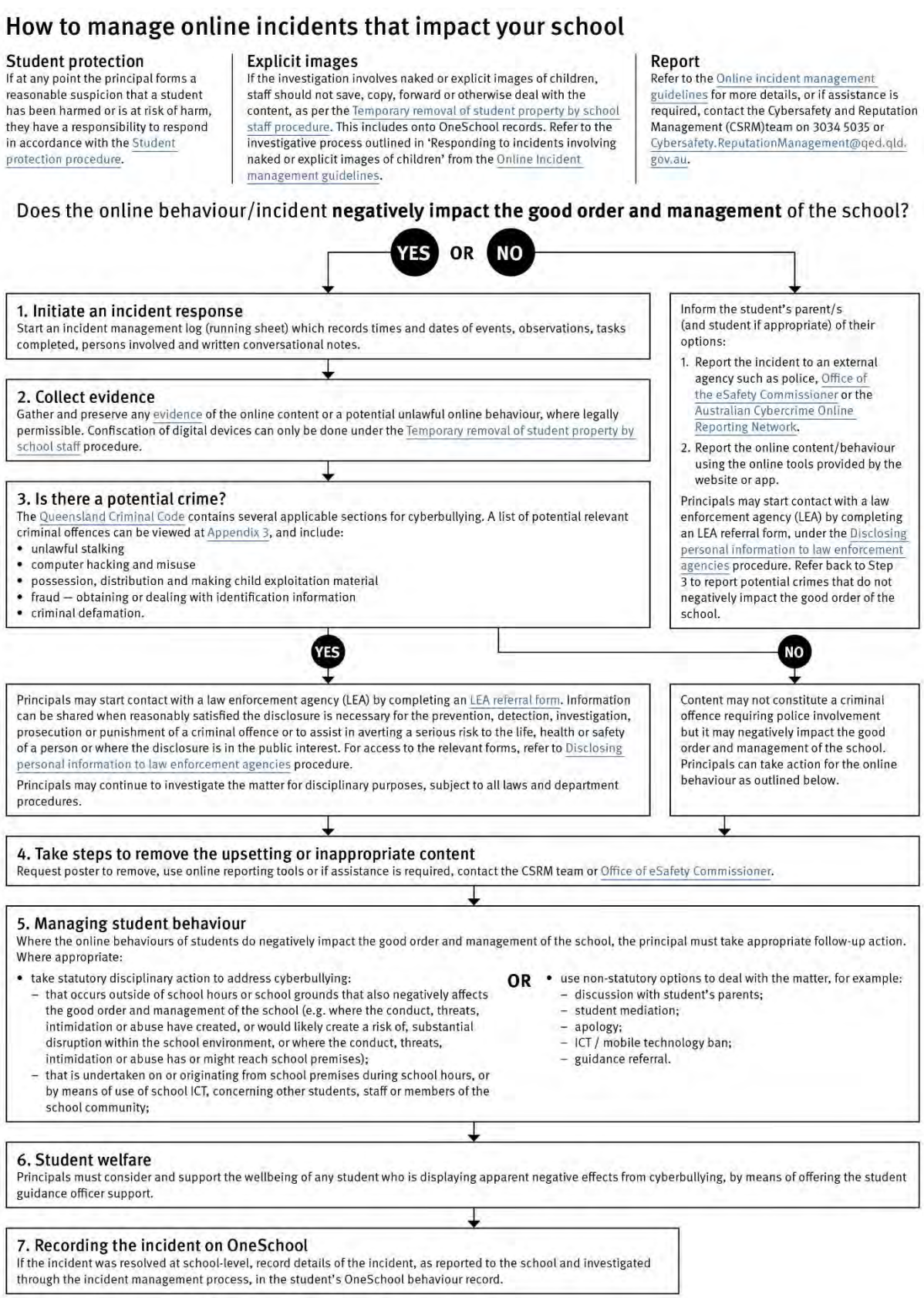
Cyberbullying is treated at Calliope State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity 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 school's Communication Officers. 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 Calliope State High School may face in-school disciplinary action, such as detention, lunchtime withdrawal or removal of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings. 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 our school's Communication Officers.

## Calliope State High School - Cyberbullying response flowchart for school staff



**Cybersafety and Reputation Management (CRM)**
The Queensland 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.

**Student Intervention and Support Services**
Calliope 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 Calliope State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

# 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 if misused.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This section 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. We ask that the Calliope State High School direct all communication of this nature to our school's Communication Officers.

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.

## Use of Mobile Telephones and Other Personal Devices by Students

Calliope State High School acknowledges and embraces the continuing advances in technology and is committed to providing opportunities to our students to extend their knowledge and application of skills in this area. We also view our core business of providing the most beneficial learning opportunities and experiences for students as necessitating boundaries on the use and access to personal technology devices during school hours.

Guidelines included in this section have been informed by the Queensland Department of Education's Use of ICT systems procedure and Advice for state schools on acceptable use of ICT facilities and devices (DoE employees only).

For the purpose of this section of the Calliope State High School *Student Code of Conduct,* 'personal technology devices' are defined as any device which can

transmit, store, or record information in a digital/electronic format. These devices include, but are not restricted to, the following:

- Mobile telephones;
- Smart telephones;
- Tablet computers;
- MP3/MP4 players;
- Digital Cameras;
- Ear bud headphones; and
- Smart watches.

From 2021, this list excludes students' personal laptops, as the school transitions to BYOx (Bring Your Own Device); the expectations for laptop use will be separate from other personal technology devices.

**Guidelines for Use of Personal Technology Devices**

Following consultation with other adults in our school community, including parents, carers and our school's P&C Association, the guidelines for use of personal technology devices (as per the list above) are as below:

- Students are permitted to bring personal technology devices into Calliope State High School, but they are not allowed to use their device on the school grounds; the only exceptions are (1) using a smart watch to read the time; and (2) if a personalised plan requires the use of a personal technology device (e.g. a medical plan). This expectation is in place from the moment students step onto school grounds until they leave. This expectation includes students from refraining using their personal technology devices when accessing the school's amenities during the school day. It also includes school activities held off school grounds, for example: excursions; sporting events.
- Students need to have their personal devices switched off and out of sight (including earphones) before school, during all lessons, during all breaks, and after school while on school grounds.
- Students who do not require a phone for parent contact are discouraged from bringing personal technology devices to school. No liability will be accepted by Calliope State High School in the event of loss, damage or theft of personal technology devices. Students bring their devices to school at their own risk.
- If students do have reason to contact home during the school, they are to speak with a member of the school leadership crew to review the reason and make provisions. As much as reasonable, this communication should take place during the designated lunch break times.
- Students who have their personal technology device out at school (including when only headphones are visible) may be directed to hand their device in to the front office. Personal technology devices are to be switched off before being handed in; all staff are to follow the guidelines shared in the 'Temporary Removal of Student Property' section of this *Student Code of Conduct* in these situations.
- Temporarily removed personal technology devices will be available for collection at 3.00pm or when the owner leaves school (whichever occurs first).

- Repeat instances of having personal technology devices out at school without permission may result in communication home to discuss additional supports with observing this expectation, including leaving the device at the front office each day.
- Note: where personal circumstances suggest access to a personal technology device is in the best interests of a student's wellbeing (e.g. diabetes monitoring devices/apps), an individual's situation will be reviewed, and a personal plan put in place to outline clear parameters for the student's use of the device at school.

With regard to the use of personal laptops at school, students are required are required to follow the expectations for care and appropriate use of their personal laptop as per the school's ICT Agreement and the CSHS Student BYOx Charter (found on the school website), particularly the 'Acceptable Personal Mobile Device Use' and 'Responsible Use of BYOx' sections, with specific consideration of:

- Accessing the school network
- Username and password security
- Digital Citizenship
- Cybersafety
- Web Filtering
- Observing Privacy and Confidentiality
- Intellectual Property and Copyright
- Software
- Monitoring and Reporting
- Misuse and Breaches of Acceptable Usage

Students are to note that their personal laptops are required at school for their learning. If students wish to use their personal laptops during lunch breaks, they are to do so in Home Base (B Block).

**General Guidelines for ICT Use at School/School Activities**

Students and their parents/carers need to be aware that, with use of ICT at school and/or school activities, the following apply:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs.
- the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices.
- schools may remotely access departmentally owned student computers or mobile devices for management purposes.
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.
- teachers will always exercise their duty of care but avoiding or reducing access to harmful information also requires responsible use by the student.

# Safe, Responsible and Respectful Online Behaviour

In the event that Calliope State High School students are required to engage in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, students are asked to join their class in a quiet place. They will need to turn on their video (if enabled) and mute their microphones unless they are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

**General Rules**

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure (Use of ICT systems).

2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students and use appropriate spoken and written language at all times.

3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g., posters, laundry).

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.

5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

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

It is acceptable for students to:

- use mobile devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning

- use personal mobile device for private use before or after school
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

## Temporary Removal of Student Property

The removal of specific property in a student's possession may be required to preserve the caring, safe, supportive, disciplined learning environment aspired to at Calliope State High School. If and when it is required to confiscate student property at Calliope State High School, it is done (1) in a way that continues to maintain and foster mutual respect among students and staff at the school, and (2) in accordance with the Temporary Removal of Student Property by School Staff procedure by the Queensland Department of Education. This procedure outlines the processes, conditions and responsibilities for all state school principals and school staff when temporarily removing student property, and is reflected in the information shared below:

The following items are explicitly prohibited at Calliope State High School will be requested to be temporarily confiscated by staff if found in a student's possession:

- energy drinks (e.g. *Mother, Monster, Rockstar*)
- aerosol deodorants or cans (including spray paint)
- chewing gum

- cigarettes and smoking-related implements (including, but not limited to: lighters, vapes, cigars, cigarette papers, loose tabacco)
- laser pointers
- drugs **
- alcohol
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- flammable solids or liquids (e.g. fire starts, mothballs)
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons (e.g. baton/s, nunchakus, or club)
- potentially dangerous items (e.g. blades – including separated sharpeners, rope)
- explosives (e.g. fireworks, flares, sparklers)
- poisons (e.g. weed killer, insecticides)

The items listed above must not be brought onto school grounds or other settings used by the school (e.g. camps, or sporting venues). These items have been included on the list as they are illegal, potentially may bring the safety or welling of students at risk and/or does not foster mutual respect being people (e.g. the example of pornography).

In addition to the list above, other items which may be temporarily removed from students at Calliope State High School include:

- student's mobile telephones (or similar personal technology devices), if they are out during the school day (from the moment the student arrives to school until 3pm). This point is expanded upon in the 'Use of Mobile Phones and Other Devices by Students' section of the *Student Code of Conduct.*
- items which are suspected as holding any of the items listed above (e.g. a school bag, lunch box)
- items of clothing or jewellery worn which, (1) contravene the school's *Student Dress Code* (e.g. large hoop earrings, baseball caps, balaclavas) and (2) can be removed without compromising the dignity of the student.
- items suspected as being the property of someone else (e.g. school property, staff property, or property of other students)
- items suspected of being used inappropriately at school (e.g. permanent markers)
- items that are deemed a risk to personal health or well-being (e.g. over 1L of drink other than water, such as soft drink or flavoured milk).

Items suspected as belonging to someone else will be temporarily removed until correct ownership can be established.

The principal or state school staff will determine when the temporarily removed student property can be returned, unless the property has been to the Queensland Police Service. This may be negotiated with the student's parents/carers, depending on the item being confiscated. Once a suitable time has been determined and communicated with the student and/or their parents/carers, it is the student's responsibility to collect their property as soon as possible.

In determining what constitutes a reasonable time to retain student property, the staff at Calliope State High School will consider:

- the condition, nature and/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
- maintaining the good management, administration and control of the school.

** No knives of any type are allowed at the school, including flick knives, ballistic knives, box 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 shar tools for particular courses or vocational courses, the school will provide information about the procedures for carrying and story 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. School require medical authorisation to administer any medication to students, including over-the-counter medications such as paracetamol or alternative medicines.*

**Responsibilities**

**Calliope State High School Staff**

- do not require the student's consent to search school property such as school desks or laptops that are supplied to the student through the school;
- may seize a student's bag when 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;
- will obtain consent from the student or parent 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;
- may search student's property in emergency circumstances without the student's consent or the consent of the student's parents (e.g. to access an EpiPen or similar anaphylactic emergency);
- will only conduct a bag search with another staff member present, once consent is obtained by the student's parent/carer;
- can only search the person of a student (e.g. pockets or shoes) if consent from the student or parent is obtained first. If consent is not provided and a search is considered necessary, the police and the student's parents/carers should be called to make such determination.

**Parents of Calliope State High School Students**

- are to ensure their child/ren do not bring onto school grounds or other settings used by the school (e.g. camp, sporting events) property that:
    - is prohibited according to the Calliope State High School *Student Code of Conduct*
    - is illegal
    - puts the safety or wellbeing of others at risk

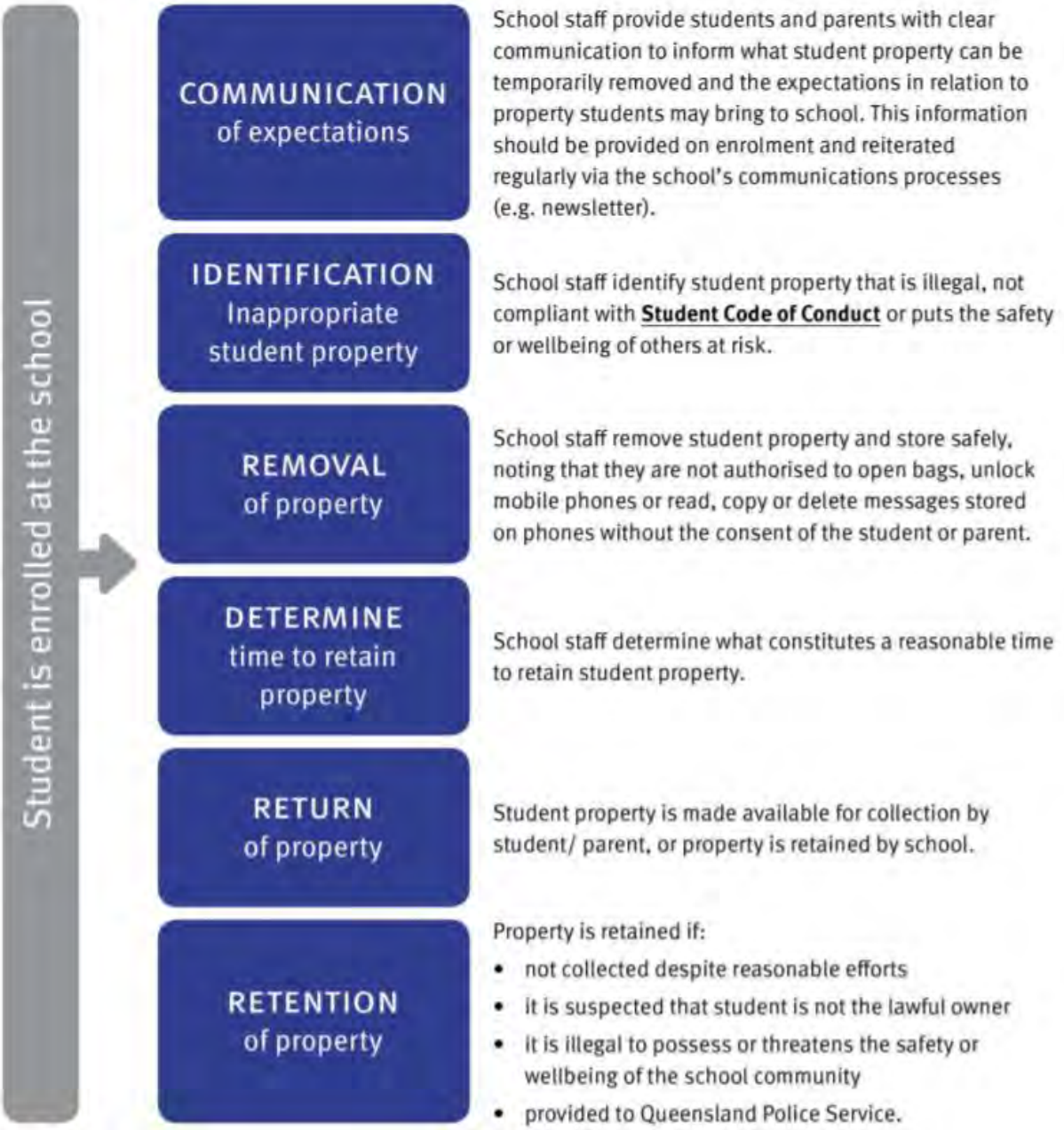
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain or foster mutual respect

- are to collect temporarily removed student property as soon as possible after they have been notified by the principal or the principal's representative that the property is available for collection.
- Acknowledge personal property is brought on to school site at the owners own risk. The Department of Education cannot insure non-departmental assets. The property maybe insured under the person's own insurance and any allegations of wilful damage could be reported to police.

**Students of Calliope State High School Students**

- are not to bring property onto school grounds or other settings used by the school (e.g. camp, sporting events) that:
  - is prohibited according to the Calliope State High School *Student Code of Conduct*
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain or foster mutual respect
- are to collect temporarily removed student property as soon as possible after they have been notified by the principal or the principal's representative that the property is available for collection.
- Acknowledge personal property is brought on to school site at the owners own risk. The Department of Education cannot insure non-departmental assets. The property maybe insured under the person's own insurance and any allegations of wilful damage could be reported to police.

The following flowchart from the Temporary Removal of Student Property by School Staff procedure summarises the processes that are used at Calliope State High School if the temporary removal of student property is required.


Student is enrolled at the school
COMMUNICATION of expectations
School staff provide students and parents with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school. This information should be provided on enrolment and reiterated regularly via the school's communications processes (e.g. newsletter).
IDENTIFICATION Inappropriate student property
School staff identify student property that is illegal, not compliant with Student Code of Conduct or puts the safety or wellbeing of others at risk.
REMOVAL of property
School staff remove student property and store safely, noting that they are not authorised to open bags, unlock mobile phones or read, copy or delete messages stored on phones without the consent of the student or parent.
DETERMINE time to retain property
School staff determine what constitutes a reasonable time to retain student property.
RETURN of property
Student property is made available for collection by student/ parent, or property is retained by school.
RETENTION of property
Property is retained if:
not collected despite reasonable efforts
it is suspected that student is not the lawful owner
it is illegal to possess or threatens the safety or wellbeing of the school community
provided to Queensland Police Service.

# Restrictive Practices

While very rare, if there is an immediate risk of physical harm to a student or other people at school, and when all other alternative strategies have failed to reduce the risk of harm, it may be necessary for Calliope State High School staff to use restrictive practices. 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 will need to engage immediately with positive and proactive strategies aimed at supporting the student to navigate their emotional arousal and behaviour effectively and minimise any risk of harm. The use of restrictive practices at Calliope State High School will always be done 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 as punishment or as a disciplinary measure.

The Queensland Department of Education's Restrictive Practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are two overarching principles within this procedure relate to the non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons. Consequently, the restrictive practices must only be used where:

(1) the restrictive practice is reasonable in all the circumstances; and
(2) there is no less restrictive measure available to respond to the behaviour in the specific circumstances.

Linked with these two guiding principles, there are six fundamental principles linked with the use of restrictive practices:

**The practice principles are:**

- Regard to the human rights of students by ensuring that restrictive practices are not used to punish a student or to force their compliance. The use of any restrictive practice will occur only when there is no less restrictive measure available to respond to the behaviour and is reasonable in the circumstances.
- Safeguarding students, staff and others from harm will be achieved by ensuring that schools are safe places to be educated and work. That the best interests of students and wellbeing of staff is supported through procedure, policy and practice.
- Transparency and accountability will be actioned through the development of the school Student Code of Conduct. Every Queensland school that intends to make provisions for staff to use restrictive practices must clearly state this intention in their Student Code of Conduct.
- Consultation and communication will be encouraged and parents will be consulted as part of the development of the school's Student Code of Conduct. Parents will be consulted about plans that likely affect their child and informed if their child is subject to a restrictive practice.
- Maximise the opportunity for positive outcomes through the adoption of evidence based positive behaviour support and providing staff with appropriate training and development.
- Aim to reduce or eliminate the use of restrictive practices through adopting evidence based positive and proactive behaviour support approaches and ensuring that restrictive practices are only used when no other less restrictive option is available in the circumstances.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint, mechanical restraint and/or 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 that seriously endanger students 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 apply consequences or discipline the student; it is a crisis management period only. Behaviours demonstrated in critical incidents may be followed up and consequences applied (as per this *Student Code of Conduct*) at a time the natural justice procedures articulated within this document can be afforded.

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 co-operation, 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 Policies, Procedures and Guidelines

These are related policies, procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. Most of these policies, procedures and guidelines are available to parents and school community members through the Department of Education's Policy and Procedure Register (PPR).

- Cancellation of enrolment
- Complex case management
- Customer complaints management
- 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

# Customer complaints management
# Calliope State High School

## 1. Values

Calliope State High School is 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 they feel is adversely affecting their child's education.

## 2. Purpose

Calliope State High School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. This document outlines how Calliope State High School will manage these complaints. What is a customer complaint?

A complaint is a customer complaint if the person is unhappy with the service or action of the school or our staff, and directly affected by the service or action they are unhappy with.

In our school, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our school.

Some complaints must be managed using different processes. 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*; and
- complaints about corrupt conduct, public interest disclosures, or certain decisions made under legislation – refer to the *Excluded complaints factsheet* for more information.

## 3. Roles and responsibilities

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

- following the customer complaints management framework, policy and procedure when managing complaints;
- resolving complaints promptly; and
- providing information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities, including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

## 4. Complaints management process

At Calliope State High School, our complaints management process involves the following steps:

### I. Receipt

The complaint should be made where the problem or issue arose. At Calliope State High School, we ask parents, carers, students or community members who would like to make a complaint to lodge your complaint via email to admin@calliopeshs.eq.edu.au or to make an appointment to discuss your complaint with Calliope State High School's Communication Officer/s.

The following information should be provided when making a complaint:

- what happened, including when and where it occurred, and who was involved; and
- what outcome or solution you are seeking to address your issue or concern.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

### II. Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

### III. Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

## 5. Review options

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the regional office to ask for an internal review. A *Request for internal review form* should be completed and the request should be submitted within 28 days.

There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department's complaints process has been exhausted.

## 6. More information and resources

The following resources contain additional information:

- Customer complaints management framework, policy and procedure
- Compliments, suggestions and customer complaints website
- Making a customer complaint: Information for parents and carers.

# Conclusion

As stated in the 'Purpose' section of this *Student Code of Conduct,* Calliope State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in high quality learning experiences and acquire values supportive of their education and wellbeing. The goal of the Calliope State High School *Student Code of Conduct* was to set out the responsibilities and processes we use to promote a productive, effective whole-school approach to discipline. We believe that with our school community working cohesively together to implement the contents of this *Student Code of Conduct,* we will be able to collectively facilitate high standards of behaviour. As such, this will help us get closer to actualising our school vision of "creating a community of agile learners who are thinkers, resilient and kind."

To further discuss any aspect of the Calliope State High School *Student Code of Conduct,* please contact the school via phone (07) 4975 9777 or email admin@calliopeshs.com.au.

# Reference List and Additional Resources

## Reference List

In addition to the hyperlinked references throughout this *Student Code of Conduct*, the following have either informed the contents within this document or have been the source of images used within:


NSW Government – Education, (2020, October 31). *Restorative practices*, https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/whole-school-approaches/restorative-practices

Restorative Practices Australia, (2015). *Restorative practices: building repairing and maintaining healthy relationships in schools.* https://www.restorativepractices.org.au/


## Resources

Australian Professional Standards https://www.aitsl.edu.au/teach/standards

Bullying. No Way! https://bullyingnoway.gov.au/

eheadspace https://headspace.org.au/eheadspace/

Kids Helpline https://kidshelpline.com.au/

Office of the eSafety Commissioner https://www.esafety.gov.au/

Parent and Community Engagement Framework
https://education.qld.gov.au/parents-and-carers/community-engagement

Parentline https://parentline.com.au/

Queensland Department of Education School Discipline
https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-discipline

Raising Children Network https://raisingchildren.net.au/

Student Wellbeing Hub https://studentwellbeinghub.edu.au/

## Hyperlink Websites

Throughout this *Student Code of Conduct*, hyperlinks to webpages have been included. As hyperlinks are not always accessible when saved as PDF, the list below includes the websites for reference and access (excluding those listed on page 21 – please contact the school's Communications Officers for these documents):

Student Learning and Wellbeing Framework (pg 14; 30):
https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf

Personal and Social Capabilities (pg 14): https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/

Australian Curriculum (pg 14): https://www.australiancurriculum.edu.au/

P-12 Curriculum, Assessment and Reporting Framework (pg 14): https://education.qld.gov.au/curriculum/stages-of-schooling/p-12

Request to Administer Medications at School (pg. 15): https://ppr.qed.qld.gov.au/attachment/administration-of-medications-in-schools-procedure.pdf

Student Plan (Managing Students Health Support Needs at School) (pg. 15): https://ppr.qed.qld.gov.au/attachment/managing-students-health-support-needs-at-school-procedure.pdf

Universal Design for Learning (pg. 19): https://www.cast.org/impact/universal-design-for-learning-udl

Education (General Provisions) Act 2006 Director-General's delegations (pg. 21): https://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-authorisations.pdf

Education (General Provisions) Act 2006 Minister's delegations (pg. 21): https://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-minister-delegations.pdf

Education (General Provisions) Act 2006 Director-General's authorisations (pg. 21): https://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-authorisations.pdf

Education (General Provisions) Regulation 2017 Minister's delegations (pg. 21): https://ppr.qed.qld.gov.au/delegation/education-general-provisions-regulation-2017-minister-delegations.pdf

Education (General Provisions) Regulation 2017 Director-General's delegations (pg. 21): https://ppr.qed.qld.gov.au/delegation/education-general-provisions-regulation-2017-director-general-delegations.pdf

Australian Student Wellbeing Framework (pg. 30): https://studentwellbeinghub.edu.au/

Office of the e-Safety Commissioner (pg. 34): https://www.esafety.gov.au/

Use of IT Systems (pg. 38; 41): https://ppr.qed.qld.gov.au/attachment/use-of-ict-systems-procedure.pdf

CSHS Student BYOx Charter (pg. 40): https://calliopeshs.eq.edu.au/Documents/CSHS%20BYOx%20Charter.pdf#search=byox

Temporary Removal of Student Property by School Staff (pg. 42; 45): https://ppr.qed.qld.gov.au/pp/temporary-removal-of-student-property-by-school-staff-procedure

CSHS Student Dress Code (pg. 43): https://calliopeshs.eq.edu.au/supportandresources/formsanddocuments/documents/policies%20and%20procedures/cshs%20student%20dress%20code.pdf

Restrictive Practices (pg. 47; 48): https://ppr.qed.qld.gov.au/pp/restrictive-practices-procedure

Policy and Procedure Register (p.50):
https://ppr.qed.qld.gov.au/Pages/default.aspx (Please use this link to look up any of the policies and procedures listed on page 50 & 51)

Customer complaints management framework (pg. 51)
https://ppr.qed.qld.gov.au/attachment/customer-complaints-management-framework.pdf

Contact the Local Regional Office (pg. 51): https://education.qld.gov.au/contact-us/state-schools-regional-contacts

Compliments, suggestions and customer complaints website (pg. 52)
https://qed.qld.gov.au/contact/customer-compliments-complaints

Student Protection Procedure (pg. 51): https://ppr.qed.qld.gov.au/pp/student-protection-procedure

Excluded Complaints Factsheet (pg. 51):
https://ppr.qed.qld.gov.au/attachment/excluded-complaints-factsheet.pdf