



TULLY STATE HIGH SCHOOL

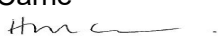
Student Code of Conduct 2025 - 2027

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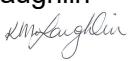
1. Endorsement

Principal: Ms Helen Carne

Principal Signature: 

Date: 20.05.2025

P&C President: Katie McLaughlin

P&C President Signature: 

Date: 20.05.2025

Contact: See School Website for details.

2. Purpose

Tully State High School is committed to providing a safe, respectful and disciplined learning environment inclusive of all students, staff, parents and visitors, where social and academic outcomes are maximised for all through interpersonal relationships, school organisation and quality curriculum. Additionally, school practices are proactive rather than reactive and where appropriate, non-discriminatory language and behaviours are defined, modelled and reinforced.

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

A world of possibilities for everyone

The purpose of the Tully State High School Student Code of Conduct is to facilitate high standards of behaviour for everybody in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

3. Behaviour Statement

All areas of Tully State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Code of Conduct outlines our system for facilitating positive and pro-social behaviours, and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are apparent to everyone, assisting Tully State High School to create and maintain a positive and productive learning environment, where ALL school community members have clear and consistent expectations are understanding of their role in the educational process.

Our school community has identified the following pillars to teach and promote our high standards of responsible behaviour.

- We are safe
- We are responsible
- We are respectful
- We are learners

Our pillars have been endorsed by all staff and our school P&C Association.

4. Student Wellbeing and Support Network

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

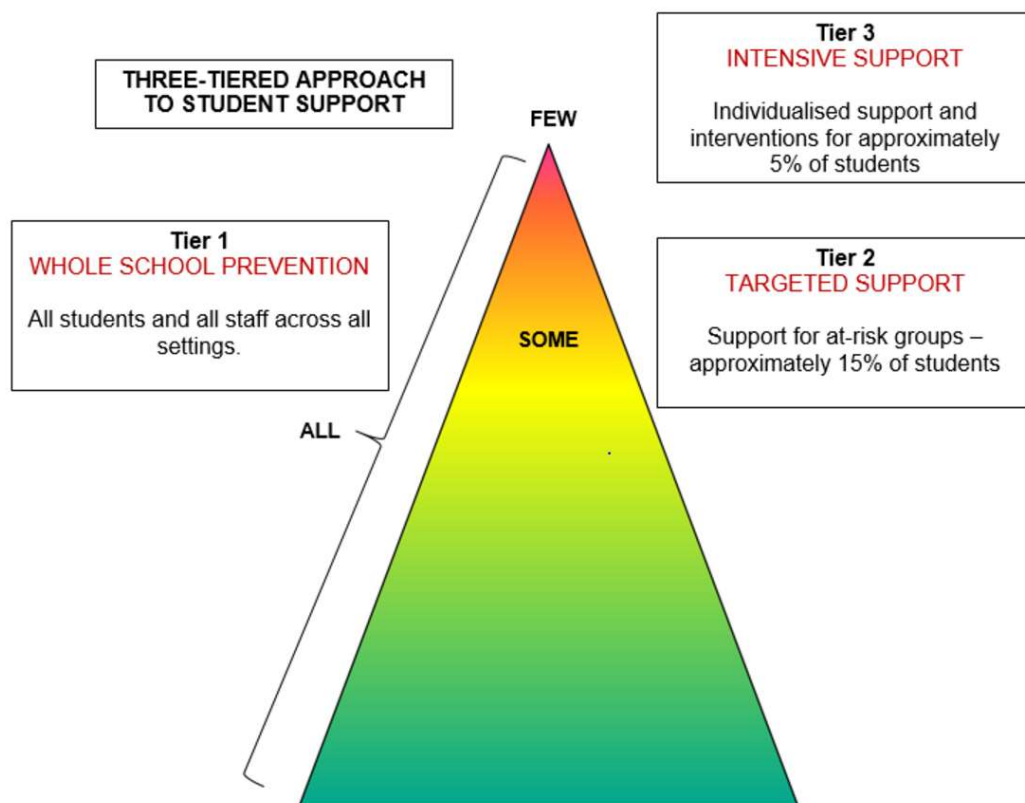
Students can approach any trusted school staff member at Tully State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate member of the Student Support Team.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities
School Chaplin	<ul style="list-style-type: none"> • Provides social, emotional and spiritual support to students, parents and/or staff. The role of the chaplain will reflect the specific needs of the school that may involve: <ul style="list-style-type: none"> a) Extra-curricular activities such as camps, wellbeing programs and school activities b) Social and/or emotional support c) Community development and partnerships d) Mentoring e) Spiritual support
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Head of Junior Secondary	<ul style="list-style-type: none"> • coordinate transition to secondary for students moving from Year 6 to Year 7 • monitors student attendance data, arranges intervention for students in Years 7 and 8

	<ul style="list-style-type: none"> • monitors attendance, behaviour and academic data to identify areas of additional need for students in Years 7 and 8 • monitors social wellbeing and individual support based on need for students in Years 7 and 8
Head of Middle Secondary	<ul style="list-style-type: none"> • coordinate transition to employment, further study for secondary students in Years 10 • monitors student attendance data, arranges intervention for students in Years 9 and 10 • monitors attendance, behaviour and academic data to identify areas of additional need for students in Years 9 and 10 • monitors social wellbeing and individual support based on need for students in Years 9 and 10
Head of Senior Secondary	<ul style="list-style-type: none"> • coordinate transition to employment, further study for secondary students in Years 11 and 12 • monitors student attendance data, arranges intervention for students in Years 11 and 12 • monitors attendance, behaviour and academic data to identify areas of additional need for students in Years 10 to 12 • monitors social wellbeing and individual support based on need for students in Years 10 to 12
Head of Special Education Services	<ul style="list-style-type: none"> • leadership of Students with Disabilities to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need • monitors social wellbeing and individual support based on need.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs
Social Worker	<ul style="list-style-type: none"> • provides students with counselling, information and referrals to other services • Consent is required by the parent/carer to receive a service from the school social worker
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school

5. Whole School Approach to Discipline

Tully State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for creating a safe and orderly learning environment in the school, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems. PBL is built on a multi-tiered system of support model that provides additional behavioural supports to students who are not responding to universal or Tier 1 interventions.



Students of all ages learn best when the school that they attend has a safe, supportive and disciplined environment. For this reason, Tully State High School is one of many schools in Far North Queensland that uses the Positive Behaviour for Learning (PBL) framework to develop a whole-school approach to student discipline. At Tully State High School, we are committed to delivering the best curriculum to all our students in an inclusive and supportive manner. We seek to build engagement, confidence and resilience in our students.

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

We develop caring relationships; we have high expectations and we build success. Our school offers a variety of pathways to further education, or to work, and seeks to expand our relationships with and within the community.

All staff are responsible for implementing this framework but developing and reviewing the documents, student incident data and priorities involves the collaboration of the PBL team. This is a representative group comprised of a range of teaching staff, non-teaching staff, school leaders and specialist personnel.

Behaviour prevention and intervention for students

PBL is based on a three-tiered continuum of prevention and intervention. At Tully State High School, the PBL flowcharts and managing student behaviour focuses on the differentiated approach to teaching all students the expectations of a safe environment. Case management of Tier 2 and Tier 3 students are outlined in the Case Management of Students Standard of Practice.

Tier 1 – Universal (Whole School) prevention: school-wide and classroom systems for all students, staff and settings.

Tier 2 – Focused/Targeted interventions: Support for at-risk groups at-risk behaviourally and academically. (approximately 15%)

Tier 3 - Intensive interventions: individualised support and interventions for students with high-risk behaviour and/or learning needs. (approximately 1-5%)

PBL Expectations

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

Students

Below are the PBL expectations for students at Tully State High School. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Tully State High School.

We Are SAFE	<ul style="list-style-type: none"> • We follow the school dress code • We follow staff instructions and expectations within the school and community • We use equipment within the school and community for its intended purpose • We keep our hands off others and their belongings • We Recognise, React, Report
We Are RESPECTFUL	<ul style="list-style-type: none"> • We use manners and appropriate language within the school and community • We respect others' rights to learn • We listen and respect each other – no matter their background, identity, ability or opinion • We practise compassion, empathy and respect others' boundaries
We Are RESPONSIBLE	<ul style="list-style-type: none"> • We keep the school environment clean and tidy • We are prepared, punctual and organised for the day • We take responsibility for our actions and decisions • We are upstanders not bystanders
We Are LEARNERS	<ul style="list-style-type: none"> • We are on time and prepared to learn • We attempt tasks and complete all work to the best of our ability • We use resilience to overcome setbacks and continue to grow • We seek assistance and respond to feedback

Parents and Staff

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

	What we expect to see from you	What you can expect from us
We are Safe	You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
	You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
	You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

We are Respectful	You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
	You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
	You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
	You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
We are Responsible	You respect the obligation of staff to maintain student and family privacy	We will maintain confidentiality about information relating to your child and family.
	You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
	You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
We are Learners	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
	You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support, they need to be successful. In some cases, students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

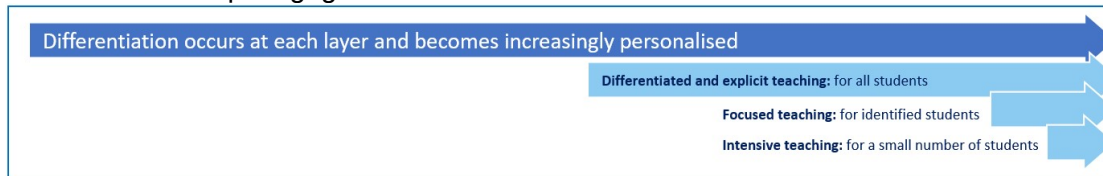
6. Differentiated and Explicit Behaviour Teaching

Tully State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for

students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



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

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

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

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

Tully State High School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

Students who require intensive teaching will work with the Head of Engagement and Wellbeing and the appropriate Deputy Principal who will coordinate of their program, communicate with stakeholders and directly consult with the student.

7. Disciplinary Consequences

The disciplinary consequences model at Tully State High School follows the same differentiated approach in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours.

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

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

Tier 1 – Universal/Differentiated

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

- Use of VIVO's to reinforce positive behaviour
- Use of ESCM's in classroom teaching
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom, buddy class system)
- Detention

Tier 2 – Targeted/Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Temporary removal of student property (e.g. mobile phone)
- Detention
- Buddy Class (removed to a different classroom and teacher)
- Time out
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services for team-based problem solving
- Stakeholder meeting with parents and external agencies

Tier 3 - Intensive

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

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

School Disciplinary Consequences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

At Tully State High School, the use of any SDA is considered a very serious decision. It is typically only used by the principal, or their delegate when other suitable intervention strategies have been considered. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Tully State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and develop a collaborative plan of action to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, and kept small with only the principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Behaviour Outside of School

Student behaviour that affects the reputation or good order and management of the school is addressed by his Student Code of Conduct for Students. While students are out in the community, typically on their way to or from school, or at any other time when in school uniform or otherwise identifiable as a Tully State high School student by their clothing, conduct or association, are to abide by the school behavioural expectations. Reports of behaviours outside of school result in an immediate referral to, and involvement of a Line Manager and/or the Administration team.

8. School Policies

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

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

Temporary Removal of Student Property

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

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

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

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

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

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)

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

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

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

Responsibilities

State school staff at Tully State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may, where necessary, search a 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 for an anaphylactic emergency);
- require consent from the student or parent is required to search the person of a student (e.g., pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Tully State High School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Tully State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

Parents must also collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Tully State High School must not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:

- is prohibited according to the Tully State High School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect.

Use of personal mobile devices by a student

All Queensland schools are required to develop school specific procedures for the implementation of the 'use of personal mobile devices by students.

Rationale:

- Queensland Government "phones away for day" mandate
- to support students to develop safe, responsible and respectful personal mobile device practices;
- to reduce the impact that inappropriate personal mobile device usage has on class learning, the development of resilience as well as administration and teaching time; and
- to support students to manage the relationship with technology and develop long term healthy lifestyles habits, including developing the capacity to engage in developmentally appropriate and healthy activities during school lunch breaks that do not involve technology

Preamble:

While we allow personal mobile devices to be brought to the school, research has found they are detrimental to effective learning and teaching if used inappropriately during lesson time or at break times. At Tully State High School, a personal mobile device is considered to be:

- mobile phones
- wearable technology or sensing devices (i.e., earphones/cords/air buds, smartwatches)

Student Responsibilities

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

- Students are encouraged to leave personal mobile devices at home.
- Students may use mobile phones/smart watches and/or electronic listening devices before and after school (before 8:45am and after 2:45pm).
- At all other times, these devices must be turned off (not on silent/vibration), out of sight (includes earphones/cords/air buds) and kept safely in your pocket or bag, phones are away for the day.
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices.
- Students who bring a personal mobile device to school do so at their own risk and are responsible for its safe keeping. The school will not investigate theft, loss or damage of any personal mobile device brought to school.
- Be courteous, considerate and respectful of others when using a personal device.
- Students are able to use their personal mobile device to pay for tuckshop.
- For parent-student contact during the day, students with phones can only check missed calls/messages before and after the school day (Before 8:45am and after 2:45pm). **For emergency contact, parents must call the school office.**
- Principal (or their delegate), may approve an exemption. This allows the student to use their personal mobile device during school hours for specific purposes including for medical, disability and/or wellbeing reasons.

Students in Years 10, 11 & 12:

May use a personal mobile device in learning, for a specific task, for a specific time under staff supervision at the explicit direction of a staff member. The personal mobile device is not to be accessed for recreational use (Examples include and not limited to music, social media, videos).

Consequences for Misuse of personal mobile device:

- If a student misuses the device, the student will be sent to the office where the device will be handed in and a slip will be issued. This slip is shown to the staff member as evidence for handing the phone in to the office. Parent/Guardian must organise to collect the student personal mobile device from the office at the earliest possible time.
- If a student refuses to hand the personal mobile device to the office, the student will be referred to the HOD Student Services (Junior School, Middle School, Senior School) for follow up.
- Breaches of the law may be referred to the police.

It is **unacceptable** for students while at Tully State High School to:

- use a personal mobile device in an unlawful manner
- use a personal mobile device to take photos of others without permission
- download, distribute or publish explicit, offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a personal mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use personal mobile devices at exams or during class assessment unless expressly permitted by school staff

Parent Responsibilities

- be aware that:
 - Students who use personal mobile devices in a manner that is not appropriate may be subject to disciplinary action by the school
 - Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student
- Support the policy by sending messages/calling to mobile phones outside of school hours (before 8:45am and after 2:45pm)
- Contact the school office in the case of an emergency requiring a student to be notified
- Collect their child's personal mobile device as soon as possible after they have been notified the property is available for collection
- Tully SHS asks that the parent/guardian respect the '*phone away for the day*' policy and refrain from handing the personal mobile device back to the student during school hours

Staff responsibilities

All staff at Tully SHS:

- Model the appropriate use of personal mobile devices at school
- Use personal mobile devices to fulfil their duties (e.g., notify emergency services, report safety issues to administration, One School technology violation)

Preventing and Responding to Bullying

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. The Department of Education and Tully State High School, do not tolerate bullying in any form and schools use a range of proactive strategies to deal with bullying behaviour. Tully State High School uses the Department of Education Student Learning and Wellbeing Framework and the Department of Education Staff Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

At Tully State High School explicit lessons about being safe, respectful, responsible learners are taught during the Wellbeing classes for each year level each week. A focus on strategies to enhance wellbeing, resiliency, promote safe interactions in person, respectful and meaningful relationships as well as cyber safety are priorities in each of these lessons. These are reinforced on parades, classrooms and the playground. Staff, parents and the school community will model appropriate behaviour and act to highlight or manage any concerns of bullying. It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Tully State High School.

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

Students who wish to make a report about bullying should approach a teacher with whom they feel most comfortable or trust, which may be their regular class teacher, guidance officer, head of department or deputy principal for example. Students may also report anonymously via the website *Stymie*.

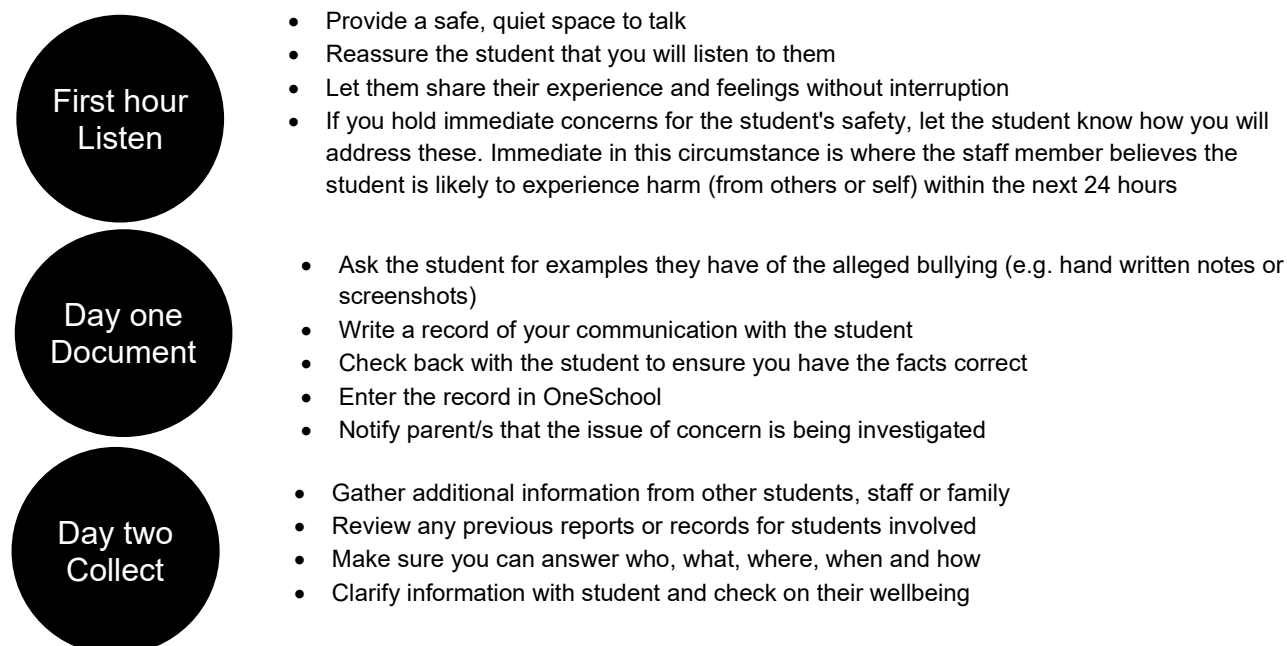
Students who engage in bullying behaviour may face disciplinary action whether behaviour occurs at school, occurs outside of school hours or settings (including school camps and excursions) and is directed towards other community members or students from other school sites.

The following flowchart explains the actions Tully 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 if the conduct adversely affects, or is likely to adversely affect, other students and/or the good order and management of the school. Tully State High School will share information appropriately and as necessary with staff about incidents of alleged bullying. Please note that the indicative timeframes will vary depending on the professional judgement of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying Response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgement of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying: Year 7 to 12 – Year Level Coordinator; Head of Junior, Middle or Senior Secondary



Day three 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
- 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

Day four 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

Day five 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 Tully State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or the year level coordinator. There is also our Head of Department – Student Services who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

cyberbullying should be directed to Deputy Principal – Senior Secondary or Deputy Principal – Junior Secondary.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

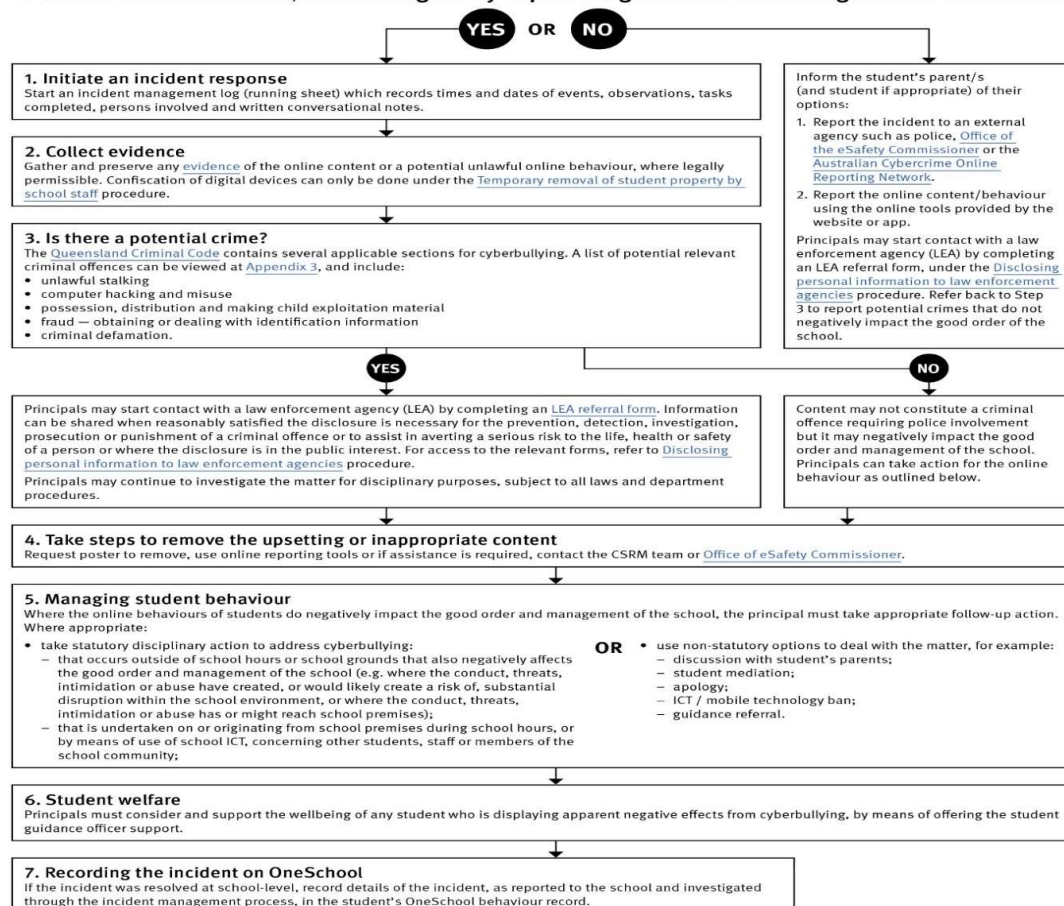
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Tully 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 Tully 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, referral to mental health services or possible mediation if both parties agree. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations, lunch time activities, 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.

Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. 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 it general and avoid posting anything that could identify individuals as students at Tully State High School.
- Be aware that 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.
- Parents 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.

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.

What about other people's privacy?

If parents upload photos of their children, be mindful of who might be in the background. Some parents may be happy to share their child's successes with 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.

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* (Crwth) 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).

Restrictive Practices

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

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

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure. The department's Restrictive practices procedure has two guiding principles. State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under this procedure must only be used where:

- a. the restrictive practice is reasonable in all the circumstances; and
- b. where there is no less restrictive measure available to respond to the behaviour 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/ 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.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. Following the use of restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. The strategy works well in reducing the use of restrictive practices.

Critical Incidences

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

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

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

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

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