



# HEATLEY SECONDARY COLLEGE

Student Code of Conduct  
2021-2024

## Acknowledgement of Country

Heatley Secondary College acknowledges the Traditional Owners of the land on which our College was built in 1968, the Wulgurukaba People.

The Wulgurukaba people call their country “Gurrumbilbarra” Wulgurukaba meaning “canoe people”. An important symbol of the Wulgurukaba people is the Carpet Snake. Wulgurukaba’s creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands. The snake’s body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay; the body is at Palm Island; and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country “Thul Garrie Waja”. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in, meant there was either danger coming or that someone from that direction was in need of help or in danger.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

We are committed to delivering aspirational, educational, economic and social outcomes for Aboriginal and Torres Strait Islander peoples.

We all have a role in creating workplaces, schools and communities that value, support, and uphold the rights of Aboriginal and Torres Strait Islander peoples.

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Contact Person:	Murray James (Principal)

## Endorsement

Principal Name: Murray James

Principal Signature:

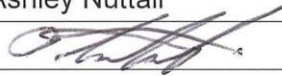


Date:

27-1-21.

P/C President Name: Ashley Nuttall

P/C President Signature:



Date:

27-1-21.

## Purpose

Heatley Secondary College is committed to building a *Heatley Proud* culture that promotes a positive sense of belonging, cultivates student and staff wellbeing and is underpinned by a restorative ethos. As an educational community, we work to build a safe, respectful and disciplined learning environment for all students, staff, parents and visitors

The *Heatley Secondary College Student Code of Conduct* outlines the responsibilities and processes we use to promote a productive, whole school approach to discipline; to facilitate positive behaviours, prevent problem behaviour and respond to unacceptable behaviours. It is intended to:

- Communicate our endorsed behaviour expectations and our commitment to provide a disciplined environment where teaching and learning are prioritised;
- Promote high expectations and facilitate high standards of behaviour so as to maximise engaged student learning;
- Support staff to implement positive behaviour processes, build a positive culture for learning and to safeguard student well-being;
- Create a safe and supportive learning environment for students and staff.

## Principal's Foreword

Heatley Secondary College, established in 1968, has a proud tradition of serving the community and providing a high quality education to students across Townsville. We believe strong, positive relationships between all members of the College community are the foundation to supporting the success of all students.

At Heatley Secondary College our vision is captured in the words *Our Future is Our Focus* and we work to provide a safe, welcoming and inclusive environment that empowers students to excel as the leaders of tomorrow. We develop a community of compassionate, resilient and proud learners that embrace diversity and are responsible and active citizens.

As a community we are committed to:

- building a **Heatley Proud Culture** where we are proud of our achievements,
- contribution to the community and celebrate our diversity;
- creating **Belonging** to ensure we nurture the social, emotional, intellectual and physical wellbeing of every student to build a deep connection to and care for our community;
- providing engaging and challenging **Learning** experiences to ensure our students are developing as independent and interdependent learners equipped with the skills for a successful future;
- and developing the **Leadership** potential and nurturing the unique characteristics of every student.

At Heatley Secondary College we have five key attributes that identify our students as Heatley Proud Learners:

Aspirational: set goals and strive to achieve your personal best

Inclusive: welcoming and treating others with kindness and empathy

Responsible: be prepared for learning and be accountable for your actions, resolving differences in constructive, non-violent and peaceful ways using restorative practices

Respectful: show care and consideration for others and our environment, use polite and positive language

Resilient always keep trying to overcome obstacles and seek help from others when you need it

These attributes have been used in the development of the *Student Code of Conduct*, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Our College staff believe that communication and positive connections with other people are the most valuable skills our community needs to build our future together.

Heatley Secondary College staff take a restorative approach to discipline. We believe that behaviour can be taught, that mistakes are opportunities for everyone to learn and it is essential to repair relationships when harm is done to others.

Our *Student Code of Conduct* provides an overview of our College policies related to the use of mobile phones and technology, removal of student property and the approach to preventing and addressing incidents of bullying.

It also details the steps College staff take to educate students about these policies and how students are explicitly taught these expected behaviours.

Finally it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, staff, parents and other members of the College community for their contribution to our Appreciative Inquiry and subsequent development of our Statement of Intent, Heatley Proud Learner Attributes and the Student Code of Conduct. Your commitment and contribution has been invaluable and I look forward to working beside you as we continue to build a Heatley Proud community.

## P&C Statement of Support

As President of the Heatley Secondary College P&C Committee, I am proud to support the new *Student Code of Conduct*. The inclusive, transparent consultation process led by Murray James and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Heatley Secondary College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Heatley Secondary College *Student Code of Conduct*, to take time to talk with their students about the expectations and to discuss any support they may need.

In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Heatley Secondary College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging.

It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems. The College has recently introduced Stymie as an anonymous reporting tool and parents and students are encouraged to use it.

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

## Consultation

The *Heatley Secondary College Student Code of Conduct* was developed in collaboration with our college community using a three phase consultation process.

**Phase One** (2019) used data sets from our whole College *Appreciative Inquiry* to map strengths and successes, and propose areas for improvement. The information was representative of staff, students, parents and the community.

**Phase Two** (Semester 1 2020) included a review of our current *Responsible Behaviour Plan for Students*, identifying strengths, processes needing review and areas of omission. Our discussion was informed by new legislation, the *Student Learning and Wellbeing Framework* and the *Personal and Social Capabilities Framework*.

This review also included a range of data sets on student and staff attendance, student behaviour incidents, student referrals, college disciplinary absences (SDAs) and outcomes from the 2019 College Opinion Survey.

**Phase Three** (Term 3 & 4 2020) involved finalising a draft *Student Code of Conduct* for distribution to all members of the college community, including staff, students, P&C and representatives of our Indigenous Community for comment and recommendations.

The final Plan was endorsed by the College Principal, the President of the Parents and Citizens' Association in December 2020 and will be reviewed annually in Term 4.

### Review Statement

The *Heatley Secondary College Student Code of Conduct* will undergo annual minor updates to reflect changing circumstances, data and staff. A full review will be conducted every four years in line with the scheduled review process for the College Planning, Reviewing and Reporting cycle.



## Data Overview

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey and, in 2020, the School Pulse Survey as a result of changed Department of Education processes due to COVID.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

## School Opinion Survey

*Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:*

Survey item	n	Total agreement
My child likes being at this school.	71	90.1%
My child feels safe at this school.	71	87.3%
My child's learning needs are being met at this school.	74	86.5%
My child is making good progress at this school.	70	90.0%
Teachers at this school expect my child to do his or her best.	73	90.4%
Teachers at this school provide my child with useful feedback about his or her school work.	71	88.7%
Teachers at this school motivate my child to learn.	72	90.3%
Teachers at this school treat students fairly.	71	84.5%
I can talk to my child's teachers about my concerns.	69	87.0%
This school works with me to support my child's learning.	67	80.6%
This school takes parents' opinions seriously.	66	81.8%
Student behaviour is well managed at this school.	70	75.7%
This school looks for ways to improve.	71	88.7%
This school is well maintained.	70	90.0%
This is a good school.	73	91.8%

*Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:*

Survey item	n	Total agreement
I like being at my school.	144	75.7%
I feel safe at my school.	148	80.4%
My teachers motivate me to learn.	149	82.6%
My teachers expect me to do my best.	145	94.5%
My teachers provide me with useful feedback about my school work.	148	80.4%
Teachers at my school treat students fairly.	144	72.9%
I can talk to my teachers about my concerns.	147	62.6%
My school takes students' opinions seriously.	145	65.5%
Student behaviour is well managed at my school.	146	57.5%
My school looks for ways to improve.	147	91.2%
My school is well maintained.	148	81.8%
My school gives me opportunities to do interesting things.	147	78.2%
This is a good school.	138	78.3%

*All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:*

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	77	90.9%
This school looks for ways to improve.	77	97.4%
I have access to quality professional development.	74	87.8%
I can access necessary information and communication technologies to do my job at my school.	74	93.2%
The wellbeing of employees is a priority for my school.	76	85.5%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	58	86.2%
This is a good school.	75	92.0%

# Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school.

As articulated in the *Heatley Secondary College Strategic Plan 2020–2023*, our community has collaboratively developed a set of belief statements which reflect our shared conviction that student engagement is maximised through the effective teaching and learning of both curriculum and behaviour and is essential for a successful future.

## OUR BELIEFS

All students have the capacity to learn; they do so at different rates

High quality teaching is the key to student achievement

Learning must be meaningful with differentiated support

Learning must occur in a safe and supportive learning environment

*We learn  
We lead  
We are proud  
We belong*



Heatley Secondary College's *Student Code of Conduct* endorses the principles that:

- all students have the right to work and learn in a safe and supportive learning environment, free from disruption, abuse or threats;
- building a *Positive Culture for Learning* is a whole community responsibility involving all staff, parents and students;
- behaviour is learnt and needs to be explicitly taught within the context of the curriculum
- students are responsible for their own behaviour choices and the consequences of these choices.

We maintain that productive learning is underpinned by:

- a challenging and engaging curriculum relevant to the needs of all students;
- communicating clear behavioural expectations, limits and consequences;
- reinforcing positive behaviour, and addressing inappropriate behaviour;
- community members providing appropriate models of behaviour;
- using a restorative approach to build community, repair harm and restore relationships of those impacted by unacceptable behaviour;
- **Consistency, Persistency and Insistency** (our CPI) in all aspects of implementing the *Student Code of Conduct*.

## Positive Culture for Learning

At Heatley Secondary College we are committed to building a culture of engaged learning, which promotes high expectations, values diversity and is responsive to the needs of individuals.

The Heatley Secondary College *Student Code of Behaviour* is aligned to our *Student Learning and Wellbeing Framework* and underpinned by our *Positive Culture for Learning* and our *Pedagogic Frameworks*.

Building a **Positive Culture for Learning** is enacted through our commitment to:

- Enacting **Positive Behaviour for Learning** (PBL) to facilitate the building of a positive and productive learning and teaching environment.
- Engaging in **Restorative Practices** to build conflict competency, repair harm and to restore relationships
- Embedding the teaching of **Social and Emotional Capabilities** in whole school curriculum delivery and underpinned by *Student Learning and Wellbeing Framework*
- Building teacher capacity to use **Trauma Informed Practice** as a routine pedagogic tool.



To support the building of a positive and productive learning and teaching environment, the College Community has:

- Collaboratively developed 5 attributes of a Heatley Proud Learner:
  - ✓ *Aspirational*
  - ✓ *Inclusive*
  - ✓ *Responsible*
  - ✓ *Respectful*
  - ✓ *Resilient*
- Clearly articulated a set of expected behaviours which expand on each attribute.

These expected behaviours are explicitly taught and regularly practiced (see page 22 )

These expected behaviour attributes are endorsed by staff, students and our Parents and Citizens' Association.

They are aligned with the values, principles and expected standards outlined in Education Queensland's *Student Code of Conduct*.



## Multi-Tiered Systems of Support

Heatley Secondary College uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour.

This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Description
1	<p><b>Tier 1 supports</b> whole school processes delivered to 100% of students. Focus is on delivering the mandated Australian Curriculum, the QCAA Senior Curriculum, and implementing our <b>Positive Culture For Learning</b> Framework, including:</p> <ul style="list-style-type: none"> <li>• Positive Behaviour for Learning (PBL)</li> <li>• Restorative Practices</li> <li>• Social and Emotional Capabilities</li> <li>• Trauma Informed Practices.</li> </ul> <p>This involves:</p> <ul style="list-style-type: none"> <li>• Explicitly teaching the expected behaviours of a <i>Heatley Proud Learner</i>;</li> <li>• Providing opportunities for students to practice these expected behaviours;</li> <li>• Responding to unacceptable behaviours using clear and consistent processes and taking into account developmental norms and behaviour function;</li> <li>• Providing opportunities for targeted refresher lessons;</li> <li>• Engaging in restorative chats to repair harm.</li> </ul> <p>All students engage with Resilience Project curricular based on the 3 pillars of empathy, mindfulness and gratitude.</p>
2	<p><b>Tier 2 support</b> recognises that the targeted instruction and support needs of some students 10 to 15% are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>This support:</p> <ul style="list-style-type: none"> <li>• Builds on the lessons provided in Tier 1;</li> <li>• Targets identified students with similar needs with the aim of preventing the need for more intensive interactions;</li> <li>• Makes a clear connection between the skills taught in the interventions and the school-wide expectations;</li> <li>• Is typically delivered to small groups of targeted students, but may involve individual interventions such as regular check-ins;</li> <li>• Is underpinned by a case management structure through which members of the <b><i>Student Learning and Wellbeing Team</i></b> use data to identify students, plan and collaboratively ratify proactive interventions.</li> </ul>

**3 Tier 3 support** recognises that approximately 2 to 5% of students may need intensive support, flexible learning options, and/or external agency support to assist them to engage in learning. This support:

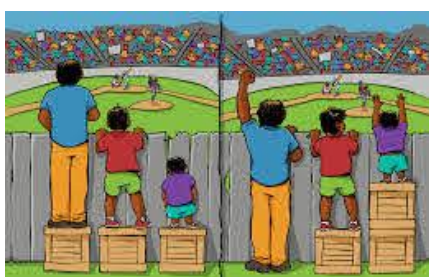
- Builds on the lessons provided in Tier 1 and Tier 2;
- Targets individual students with complex and challenging behaviours;
- Involves specific interventions which are documented in OneSchool Student Plans;
- Is based on the underlying reasons for a student's behaviour (their FBA, **Functional Behaviour Assessment**) and includes strategies to:
  - **PREVENT** problem behaviour
  - **TEACH** the student an acceptable replacement behaviour
  - **REINFORCE** the student's use of the replacement behaviour
  - **MINIMISE** the payoff for problem behaviour.
- Exists along a continuum. Some students may need a simple FBA that identifies unique strategies to help the student achieve success. A smaller percentage may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage may need an intensive FBA and wraparound plan that includes personnel from outside agencies.

If College data indicates that more than 2-5% of students require Tier 3 intervention, a review of Tier 1 and Tier 2 supports is undertaken.

### Consideration of Individual Circumstances

Staff at Heatley Secondary College take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when:

- providing curriculum instruction and teaching behaviour expectations,
- responding to inappropriate behaviour
- or applying a disciplinary consequence.



In considering a student's individual circumstances, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This means that not everyone will be treated the same because treating everyone equally, is not fair.

For example, some students need additional support to understand an expectation. Others may benefit from more opportunities to practise a behaviour.

For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. Staff will consider each student's situation when considering the level of support and the response.

Teachers are obliged by law to respect and protect the privacy of individual students, so we are not at liberty to disclose or discuss any information regarding incidents or consequences applied to students other than to the parents/guardians nominated on OneSchool. We expect that parents and students will respect the privacy of other students and their families.

Parents / carers who have concerns about the behaviour of another student at the College, or about the way our staff have responded to their behaviour, should make an appointment with the principal to discuss the matter.

## Student Wellbeing

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

Heatley Secondary College offers a range of programs and services to support the wellbeing of students in our College. We encourage parents and students to speak with teachers, or make an appointment to meet with a member of the *Student Learning and Wellbeing Team* if they would like individual advice about accessing particular services.

Heatley Secondary College's Whole School approach to Student Wellbeing is focused on building a sense of community and belonging. It is enacted through our *Wraparound Care* Program. Through the various inter related components of the program, students belong to:

- A care class
- A house group
- A year level cohort
- A whole school community

On enrolment, students are assigned to a care class and a care teacher **who remains with them for the rest of their time at Heatley**. This teacher is responsible for the mentoring and wellbeing of each student in the group.

CLEVELAND			LAVARACK			MELTON		
7-1	7-2	7-3	7-4	7-5	7-6	7-7	7-8	7-9
8-1	8-2	8-3	8-4	8-5	8-6	8-7	8-8	8-9
9-1	9-2	9-3	9-4	9-5	9-6	9-7	9-8	9-9
10-1	10-2	10-3	10-4	10-5	10-6	10-7	10-8	10-9
11-1	11-2	11-3	11-4	11-5	11-6	11-7	11-8	11-9
12-1	12-2	12-3	12-4	12-5	12-6	12-7	12-8	12-9

Our House Structure builds on our Care Structure, and is fundamental to developing a sense of community and belonging. House activities include swimming, athletics and cross country events as well a wide range of co-operative / competitive activities designed to build house spirit.

Year level cohorts engage with developmentally appropriate wellbeing programs which target whole year levels (eg Let's Get the Party Started – year 9).

Our PAL (Peer and Leadership) Program is a buddy and mentoring program which sees older students mentoring younger students.

Whole School Community Programs includes:

- The Resilience Project
- The Clontarf Academy, which supports indigenous boys
- The Stars Foundation, which supports indigenous girls
- Curriculum embedding of Personal and Social Learning within the P-12 curriculum

## Curriculum and pedagogy

Heatley Secondary College builds the foundations for wellbeing and lifelong learning through:

- Curriculum embedding of [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) within the implementation of the [P–12 curriculum, assessment and reporting framework](#).
- Acknowledging the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum, we provide age appropriate health and safety messages and education to all students.

## Policy and expectations

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

### ***Drug education and intervention***

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

### ***Specialised health needs***

Heatley Secondary College works with parents and carers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a support for their health needs whilst attending school or school-based activities.

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

### ***Medications***

Parental consent and medical authorisation is required to administer any medication (including over-the-counter medications) to students. For medication to be administered during school hours, relevant forms are provided on request. Parents / carers of students with a long-term health condition requiring medication, need to provide the College with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

### ***Mental health***

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

### ***Suicide prevention***

Heatley Secondary College school staff who notice suicide warning signs in a student will seek help immediately from the school guidance officer, or other appropriate staff. When dealing with a mental health crisis, the College will call 000 when there is an imminent threat to the safety of student, and where necessary provide first aid. In all other situations, staff follow suicide intervention and prevention advice by ensuring:

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



### ***Suicide postvention***

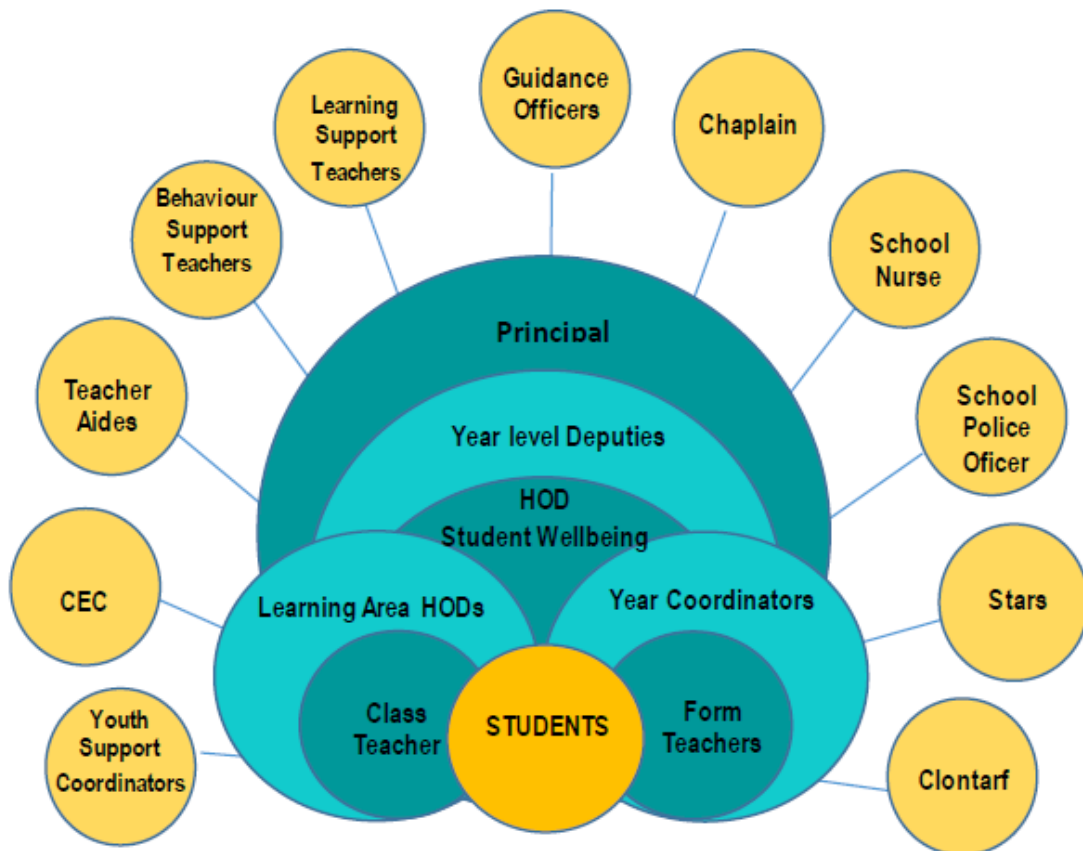
In the case of a suicide of a student that has not occurred on school grounds, the College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

## **Student Support Network**

Heatley Secondary College 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 support provided by class teachers, there is a dedicated team who ensure an inclusive, nurturing, supportive environment underpinned by a restorative culture.



We encourage students and their parents/carers to stay involved with classroom teachers, form teachers, year level coordinators, guidance officers and year level Deputy Principals and other Support Staff.

Role	What they do
College Principal	<ul style="list-style-type: none"> <li>provide leadership across the College to promote an inclusive, positive school culture.</li> </ul>
Deputy Principals	<ul style="list-style-type: none"> <li>lead role in monitoring data and the implementation of intervention and support processes for wellbeing, behaviour, attendance, engagement and achievement for designated year levels (Years 7&amp;8; 9&amp;10, 11&amp;12).</li> <li>coordinate student transition across key junctions (Years 6 to 7; years 9 to 10 and years 10 to 11 for designated year levels).</li> </ul>
Guidance Officers	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the college environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Head of Student Wellbeing	<ul style="list-style-type: none"> <li>provides assistance in implementing student wellness programs across the college</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need.</li> </ul>
Behaviour Support Teacher	<ul style="list-style-type: none"> <li>lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>build teacher capacity to promote positive behaviour and deal proactively with unacceptable behaviour in classrooms</li> <li>lead the development of individual behaviour support plans</li> <li>deliver targeted behaviour support for identified students</li> </ul>
Year Level Coordinators	<ul style="list-style-type: none"> <li>responsible for student welfare at each year level</li> <li>provides continuity of contact for students and their families through the six years of college</li> <li>ensure students feel safe and comfortable and want to come to school</li> <li>nurture a sense of belonging</li> </ul>
Community Education Counsellor	<ul style="list-style-type: none"> <li>monitors the wellbeing of Aboriginal and/or Torres Strait Islander students.</li> <li>provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>provides health information, health consultations and referral options related to healthy eating and exercise, relationships, personal and family problems, sexual health, smoking, alcohol and other drugs</li> <li>supports the delivery of health related school-based programs</li> </ul>
School-Based Police Officer	<ul style="list-style-type: none"> <li>provides general police assistance as requested</li> <li>provides information and education relating to the law</li> <li>assists in the monitoring of truancy</li> </ul>
Youth Support Coordinators	<ul style="list-style-type: none"> <li>provides individual and group support to students to assist their engagement with education</li> <li>support students to overcome barriers to education such as attendance, suspension/exclusion alternate programs, relationships, social skills, conflict with family/peers/teachers, social/emotional/physical wellbeing.</li> </ul>
Clontarf Academy (boys)	<ul style="list-style-type: none"> <li>work with indigenous students to: <ul style="list-style-type: none"> <li>support the attendance and engagement</li> <li>improve educational and learning outcomes</li> <li>improve their employment options and life choices</li> </ul> </li> </ul>
Stars Foundation (girls)	

Where needed, we access available regional and state-wide support services (eg Advisory Visiting Teachers and Senior Guidance Officers, Guidance Officer – Mental Health, Speech Pathologists) as well as a number of external agencies including Headspace, Act For Kids, FAAC, AIUDS, Evolve, Reconnect, Child Youth Mental Health, Queensland Police Service.

## Whole College Approach to Discipline

Heatley Secondary College uses the *Positive Behaviour for Learning (PBL) Framework* as the multi-tiered system of support for discipline across the College. This is a whole-school approach, used in all classrooms and non-classroom settings, and on sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used consistently by all staff
- provide support to staff members in maintaining consistent and proactive school wide systems and practices, including a consistent language

At Heatley Secondary College we believe discipline is about more than punishment. The PBL Framework endorses our belief that the explicit teaching of student behaviour is most effective when it occurs in the context of classroom teaching. Staff are responsible for:

- making both their academic and behaviour expectations clear
- providing supportive instruction on how to meet these expectations
- acknowledging positive behaviour
- responding to inappropriate behaviour
- using behavioural incidents as opportunities to re-teach.

## Behaviour Expectations of a Heatley Proud Learner

Heatley Secondary College's behavioural expectations are grounded in a set of clearly articulated expectations which are built around the five attributes of a Heatley Proud Learner. These attributes underpin all aspects of College life, are explicitly taught within the classroom context on a regular basis.

The attributes are clearly displayed in all classrooms, shared spaces and public venues.

### Attributes of a *Heatley Proud* learner

#### *Aspirational*

As an **aspirational** Heatley Proud Learner, I:

- » believe I can succeed
- » set goals and plan for my future
- » strive to achieve my personal best
- » inspire and lead positive change

As an **inclusive** Heatley Proud Learner, I:

- » welcome and involve others
- » treat others with kindness and empathy
- » value and contribute to our diverse community

#### *Inclusive*

#### *Responsible*

As a **responsible** Heatley Proud Learner, I:

- » attend school all day, every day
- » am prepared for and actively engaged in learning
- » own my behaviour
- » wear my uniform with pride

As a **respectful** Heatley Proud Learner, I:

- » use positive and polite language
- » follow all instructions
- » care for myself and my community
- » look after our environment

#### *Respectful*

#### *Resilient*

As a **resilient** Heatley Proud Learner, I:

- » never give up
- » bounce back and adapt
- » seek help when I need it



*We learn. We lead. We are proud. We belong.*

## Differentiated and Explicit Teaching

Heatley Secondary College is a safe, supportive disciplined environment that provides differentiated teaching in response 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, redirect learning, reteach expected behaviours and provided opportunities for practise.

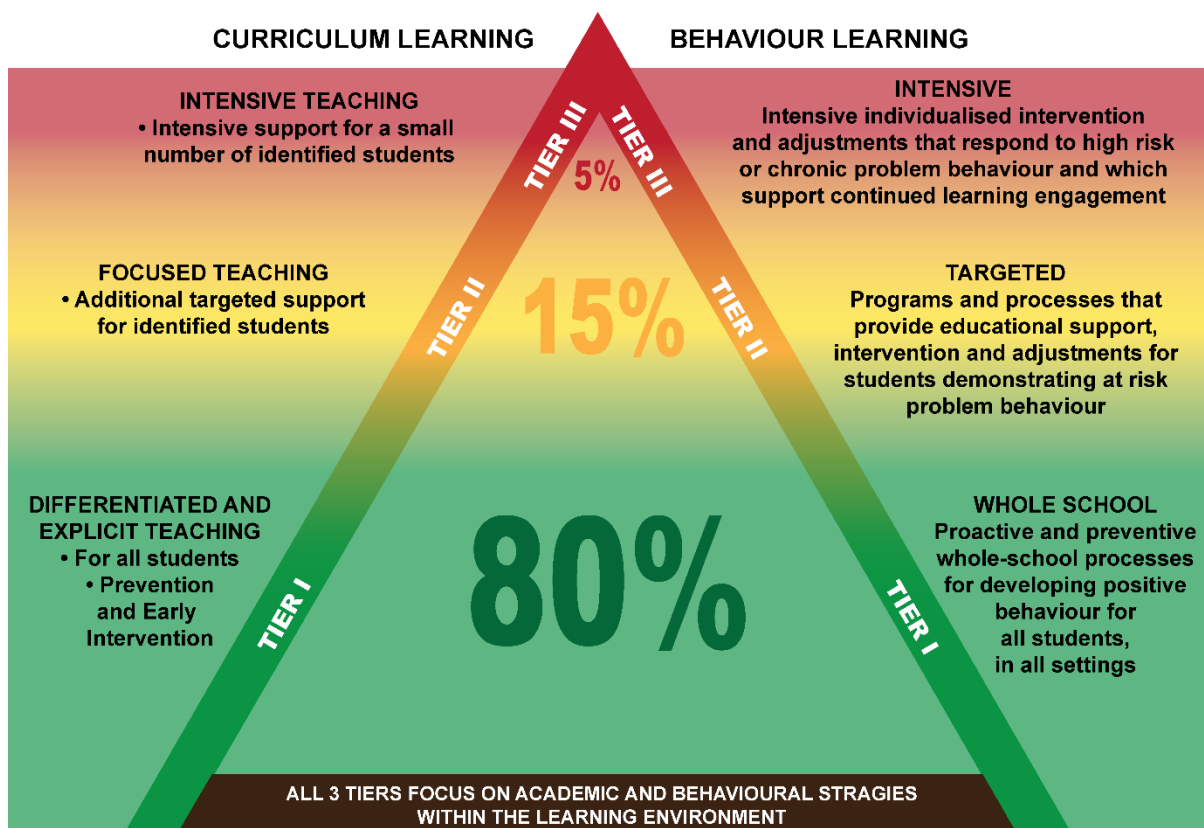
To ensure all students have the opportunity to succeed, teachers at Heatley Secondary College vary what students are taught, how they are taught and how they can demonstrate what they know as part of this differentiated approach to both learning and behaviour.

The decisions about differentiation are made in response to data and regular monitoring that indicates the behavioural and learning needs of students. This enables our teachers to purposefully engage students to support 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 tiers map directly to the tiered approach discussed in the Learning and Behaviour section:

- 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 may require additional support to meet meeting learning and behavioural expectations, despite being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a specific context, for example 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 provides students with:

- additional support to revisit key behavioural concepts and skills
- multiple opportunities to practise skills and achieve the intended.

The **Student Learning and Wellbeing Team** includes specialist teachers with expertise in learning, behaviour, language and social / emotional development. These support staff work collaboratively with classroom teachers to provide focused teaching and support students with their learning and engagement (see Support Network p19).

Focused teaching is aligned to the **Attributes of the Heatley Proud Learner**, and student progress is monitored by the classroom teachers and the **Student Learning and Wellbeing Team** to identify those who require additional support, ongoing focussed or intensive teaching.

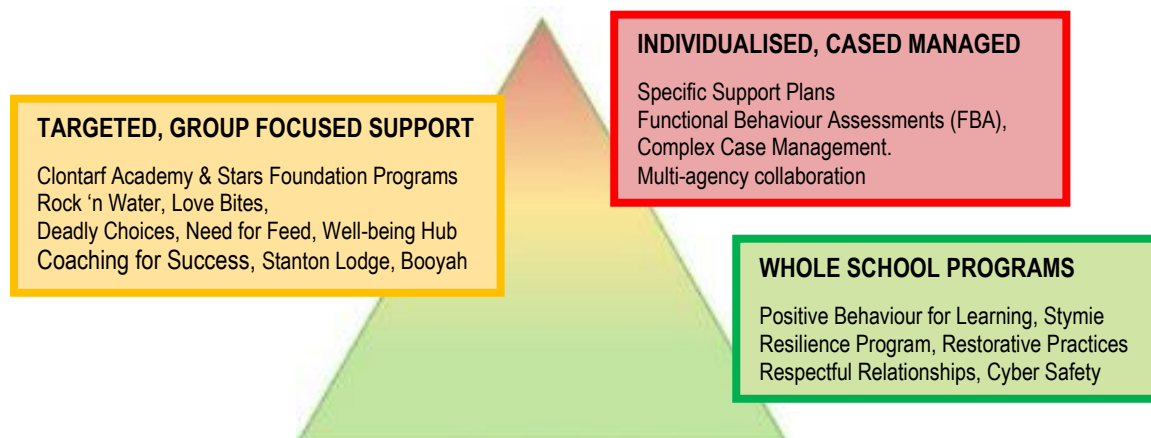
The **Student Learning and Wellbeing Team** coordinates and helps deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the a number of evidence-informed programs to address specific skill development for some students (see below)

## Intensive Teaching

For the small number of students (approximately 15%) who continue to display complex and challenging behaviours, individualised, function-based behaviour assessment and support plans and multi-agency collaboration is provided to support students to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or small groups, to develop mastery of basic concepts, skills and knowledge.

Some students may require intensive support from members of our **Student Learning and Wellbeing Team**. Others may require external support to meet behavioural and learning expectations. Decisions regarding student needs are data driven and evidence based where displayed behaviours that are deemed complex and challenging.

Support seeks to address the barriers to learning and participation faced by students who are negotiating a number of complex issues (see below). Students who require intensive support will be assigned an individual case manager who oversees the coordination of their program, communicate with stakeholders and directly consult with the student.



## Legislative Delegations

### Legislation

In this section of the Heatley Secondary College Student Code of Conduct are links to legislation which influences form and content of Queensland state college discipline procedures.

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

### Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Heatley Secondary College reflects a differentiated response, with increasing intensity of support and consequences. Responses to unacceptable behaviours and associated consequences are organised into three levels (Levels 1, 2 and 3) and two categories, minor and major.

<b>MINOR: Level 1 - Handled in context by staff member</b>	
<b><i>Behaviours that demonstrate a reluctance to engage in the program of instruction, minimally disturb the learning &amp;/or social interaction of others &amp;/or ignore the rules of the community.</i></b>	
<p><b>Minor behaviours are those that:</b></p> <ul style="list-style-type: none"> <li>• Are minor breaches of the school rules.</li> <li>• Do not seriously harm others or cause you to suspect that the student may be harmed.</li> <li>• Do not violate the rights of others in any other serious way.</li> <li>• Are not part of a pattern of problem behaviours.</li> <li>• Do not require involvement of specialist support staff, Heads of Department, Deputy Principals or Principal.</li> </ul>	<p>Examples include:</p> <p><b>All Settings</b></p> <ul style="list-style-type: none"> <li>• Lateness to school (Form teacher)</li> <li>• Not following staff instructions</li> <li>• Minor safety breaches</li> <li>• Teasing, harassment, “horseplay”</li> <li>• Incidental swearing, name calling</li> <li>• Device/Phone misuse</li> <li>• Inappropriate language or tone (written/verbal/nonverbal)</li> <li>• Inappropriate physical contact</li> <li>• Inappropriate use of equipment</li> <li>• Lack of care for College environment</li> <li>• Uniform non compliance</li> </ul>
<p><b>DIFFERENTIATED RESPONSES</b></p> <p><b>Minor behaviours may result in:</b></p> <ul style="list-style-type: none"> <li>• Clear and explicitly stated expectations</li> <li>• Proactive reminders</li> <li>• Pre-correction</li> <li>• Non-verbal &amp; visual cues</li> <li>• Re-direction</li> <li>• Restorative Chat.</li> <li>• Issuing of a consequence, eg                             <ul style="list-style-type: none"> <li>○ lunch time detention</li> <li>○ Re-positioning in classroom</li> <li>○ Confiscation (eg ball, hat, device)</li> <li>○ Focused Worksheets</li> <li>○ Loss of privilege</li> </ul> </li> <li>• Whole class practising and reinforcement of routines</li> <li>• Teacher/Student Monitoring card (blue)</li> <li>• Parental contact / Letter of concern (to be recorded on OneSchool).</li> </ul>	<p><b>Classrooms / Instructional settings</b></p> <ul style="list-style-type: none"> <li>• Lateness to class, leaving class without permission, truant</li> <li>• Not following entry and exit procedures</li> <li>• Disruption to learning, eg distracting others, calling out, tapping, etc</li> <li>• Not paying attention or following instructions</li> <li>• Minor disruption to class</li> <li>• Insufficient work or effort</li> <li>• Banned items (see planner)</li> <li>• Not being prepared for class</li> <li>• Failure to submit work</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>• In out of bounds areas</li> <li>• Littering</li> <li>• Using skateboards, scooters, bikes etc in school grounds</li> <li>• Not playing games safely and respectfully</li> <li>• Running not walking around buildings</li> </ul>



## MAJOR: Level 2 – Referral to Head of Department

***Behaviours that demonstrate an ongoing refusal to engage in the program of instruction, show continuing disregard and prolonged disruption in the classroom and playground or continuing disregard for the rules of the community.***

**Major behaviours (level 2) are those that:**

- Impact on the learning of others.
- Repeatedly breach school rules and expectations.
- Violate the rights of others or put self/others at risk of harm.
- Require the involvement of the Head of Department

### **FOCUSSED RESPONSES**

**Major behaviours (level 2) may result in:**

- A Restorative Conversation.
- Referral for support and intervention.
- Individual Student Support Plan
- Check in check Out
- Meeting with the student and parent/carer.
- Issuing of a consequence, eg
  - Process enacted (eg uniform, phone)
  - Time Out 2
  - Detention (including after school)
  - Behaviour Improvement Card (HOD/Teacher)
  - Community Service
  - Restricted Playground options

Examples include:

### **All Settings**

- Repeated level 1 behaviours
- Pattern of absence, lateness to school, chronic truancy
- Repeated refusal to follow staff directions
- Repeated device/phone misuse
- Behaviour endangering self or others
- Bullying (including cyberbullying)
- Persistent refusal to follow uniform policy
- Possession, use of cigarettes, e-cigarettes

### **Classrooms / Instructional settings**

- Ongoing disruption to learning
- Repeated lateness to class, leaving without permission, truant
- Repeatedly unprepared for class
- Continual lack of engagement
- Ongoing failure to submit work
- Cheating / Plagiarism

### **Playground**

- Persistent unsafe behaviour
- Damage to College property
- Repeatedly out of bounds

## MAJOR: Level 3 – Referral to Deputy Principal / Principal

**Major behaviours (level 3) are those that:**

- Significantly impact on the learning of others.
- Persistently breach school rules and expectations.
- Significantly violate the rights of others or put self/others at risk of harm.
- Require the involvement of a Deputy Principal or Principal because behaviour is persistent, with no response to HOD intervention.

### **INTENSIVE RESPONSES**

**Major behaviours (level 3) may result in:**

- Functional Behaviour Assessment
- Complex case management
- Restorative Conference
- Stakeholders meetings
- Temporary removal of property
- Issuing of a serious consequence, eg. after school detention, Saturday detention, withdrawal from class, Time Out 3 in Admin).
- Discipline Improvement Plan.
- Community service.
- Student Disciplinary Absence (SDA) (See next section)

Examples include:

### **All Settings**

- Persistent level 2 behaviours
- Persistent absence, lateness, truancy
- Persistent disruption to learning of others
- Persistent refusal to complete set tasks
- Persistent insolence and /or refusal to follow staff instructions,
- Persistent refusal to follow uniform policy
- Refusal to follow reasonable directions of HOD, DP, Principal
- Serious misuse of facilities and equipment, eg Graffiti, Vandalism
- Major theft
- Persistent bullying (including cyberbullying, harassment of students, stalking)
- Verbal aggression, serious threats made to students or staff
- Physical violence towards students or staff
- Supply of cigarettes, e-cigarettes (vaping)
- Possession, use and/or supply of drugs
- Possession, use and/or supply of weapons
- Possession / distribution of offensive material
- Major device/phone/computer misuse
- Dangerous behaviour putting self or others at risk

## School Disciplinary Absences

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

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

At Heatley Secondary College, the use of any SDA is considered a very serious decision. It is used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the college is considered a risk to the safety or wellbeing of the college community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from Heatley Secondary College are required to attend a re-entry meeting, with their parent or caregiver on or before the day of their scheduled return to school. The aim of the re-entry meeting is to set the student up for future success and detail any supports needed to allow this to happen, including a restorative meeting if the situation warrants it.

### **Arrangements**

The time and place of the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings will include the Principal or their delegate, the student and their parent/s / caregiver. The meeting might also involve a member of the Student Learning and Wellbeing Team.

### **Reasonable adjustments**

The re-entry meeting 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.

A record of the meeting is saved in OneSchool.

## College Policies

Heatley Secondary College has implemented College discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. It is expected that:

- all teachers and students are familiar with these mandated policies;
- the responsibilities of students, staff and visitors as outlined in the policies are understood by the whole community;
- College staff are CPI (Consistent, Persistent, and Insistent) in applying them.

The following policies are outlined in the subsequent pages:

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

Other College Policies and Procedures which relate to student behaviour and the good order and management of the College include:

- Student Dress Code
- Emergency Procedure
- Sun Smart Policy
- Student Protection Policy
- ICT Responsible Use Policy
- Attendance Policy
- Camps, Excursions, Interschool Sport

## Temporary removal of student property

### Rationale

The removal of any property in a student's possession may be necessary to ensure a safe and supportive learning environment of the College.

### Implementation

The *Temporary removal of student property by College staff procedure* outlines the processes, conditions and responsibilities for the College principal and staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state college 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
- the good order and management of the College.

The Principal or College staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service and whether the property will be returned to the student, or only to a parent/carer.

The following items are explicitly prohibited at Heatley Secondary College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items / tools (e.g. blades, rope, potentially dangerous tools)
- 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 the College, 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 College activities will be provided by the College, and the use of them will be supervised by College staff.

\*\* The administration of medications to students by College 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. The College require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

## Responsibilities

### Staff of Heatley Secondary College:

- do not require the student's consent to search College property such as lockers, desks or laptops that are supplied to the student through the College;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their bag, prior to seeking consent to search from a parent / carer or calling the police;
- consent from the student or parent / carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents / carers should be called to make such a determination.

### Parents / Carers of Heatley Secondary College students

- ensure your students do not bring property onto colleges grounds or other settings used by the college (e.g. camp, sporting venues) that:
  - is prohibited according to the *Heatley Secondary College Student Code of Conduct*
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or a member of the College staff that the property is available for collection.

### Students of Heatley Secondary College

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

## Use of mobile phones and other devices by students

A full copy of the ICT Responsible Use Policy is reproduced in the Student Planner.

*MOBILE DEVICE: includes but is not limited to a mobile phone, smart technology (eg smart watch), laptop, tablet, iPad, slate, games device, recording devices, cameras, etc).*

### Rationale

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. This policy reflects the importance the College places on students displaying safe, respectful and responsible behaviours whenever they are using personal technology devices.

### Responsibilities

Teaching students to navigate these technologies, and use them safely is a shared responsibility between parents, schools and students. The responsibilities for students using mobile phones or other devices at college or during college activities, are outlined below.

It is **acceptable** for students at Heatley Secondary College to:

- Use their personal mobile device before or after school and during breaks for private use, provided they are courteous, considerate and respectful of others when using a mobile device.
- Personal mobile devices are to be switched off and placed in bags during classes, when these devices are not being used in a teacher-directed activity.
- Students may use a personally owned mobile device, **only** with the approval of their teacher and only for a specific educational activity.
- Seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for Heatley Secondary College students to:

- use a mobile device in an unlawful manner, including:
  - download, distribute or publish offensive messages or pictures
  - use obscene, abusive, inflammatory, racist, discriminatory or derogatory language or comments to bully, intimidate, harass, stalk or threaten others
  - use in-device cameras inappropriately, such as in change rooms/toilets or to record inappropriate behaviours
- invade someone's privacy by recording personal conversations or daily activities and/or the distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- knowingly download viruses or any other programs capable of breaching the department's network security
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments.
- plug a personal mobile device into the College's network without teacher permission

Unacceptable use may lead to the mobile device being confiscated, with its collection/return to occur at the end of the school day provided the mobile device is not required for further investigation.

## Use of the College's ICT facilities and devices by students

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Heatley Secondary College Student Code of Conduct. In addition:

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the College's ICT network.
- Parents/Carers are responsible for ensuring students understand acceptable and unacceptable behaviour requirements of the College's ICT access and usage including appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.
- The College will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.
- Use of the College's ICT network is secured with a user name and password. The password must be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil College educational program requirements.
- Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

In addition students and their parents should:

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

## Preventing and responding to bullying

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

Heatley Secondary College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our **Student Representative Council**, with representatives from all year levels meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

At Heatley Secondary College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

One priority for the **Student Representative Council** is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



## Bullying

**There is no place for bullying at Heatley Secondary College.** We encourage all members of our community to REPORT any incident of bullying and we will work in collaboration with students and parents / carers to resolve the issue.

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.

There are many forms of bullying. *The National Centre against Bullying* identifies five kinds:

- **Physical bullying:** The use of physical actions to bully, such as hitting, poking, tripping or pushing by a person or group of people. Repeated and intentionally damaging someone's belongings is also physical bullying.
- **Verbal bullying:** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
- **Covert bullying:** Such as lying about someone, spreading rumours, playing a joke that makes a person feel humiliated or powerless, mimicking or deliberately excluding someone.
- **Psychological bullying:** For example, threatening, manipulating or stalking someone.
- **Cyber bullying:** Using technology or a carrier service, eg email, mobile phone or social media to bully verbally, socially or psychologically.

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.

**Students or parents who wish to make a report about bullying, including cyberbullying can approach:**

- the care teacher or a class teacher
- the year level coordinator
- a member of the Wellbeing team
- the year level Deputy Principal

They can do so in person, via a phone call or email.

**They can also complete notifications through STYMIE by accessing the STYMIE site.**

## STYMIE

### How does STYMIE work?

1. Stymie allows bystanders to send anonymous notifications to your school, about someone who they believe is being bullied or potential risk to someone.
2. The notification interface allows bystanders to upload evidence like screen shots of FB discussions, Snapchats, text messages or instant message conversations and an outline of the incident(s). Click here to view the notification page <https://www.stymie.com.au/>.
3. The school receives the STYMIE notifications in the form of an email alert. You may choose which members of staff receive these emails.
4. The notifications are encrypted, anonymous and confidential. STYMIE does not store any information; they are merely the road upon which it travels.



More information can be found via the links below:

<http://www.stymie.com.au/>

<http://www.facebook.com/stymie.au>

Students, parents and staff should be aware 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.

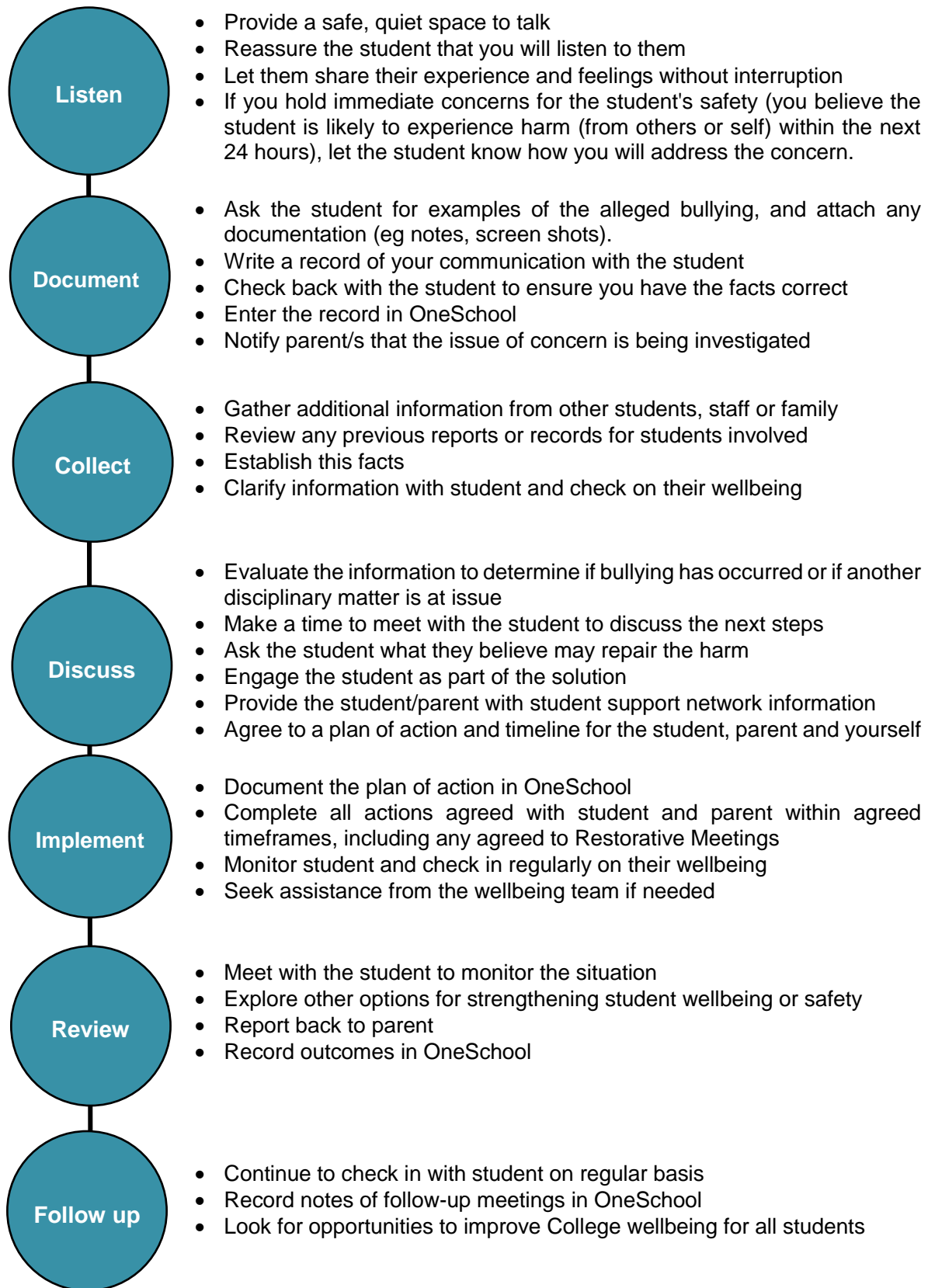
Students enrolled at Heatley Secondary College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students 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.

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

## Bullying response flowchart for staff



## Cyberbullying

At Heatley Secondary College, cyberbullying is treated with the same seriousness as in-person bullying. The major difference with cyberbullying, 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.

## Cyberbullying response flowchart for Heatley Secondary College staff

### How to manage online incidents that impact your school

#### Student protection

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

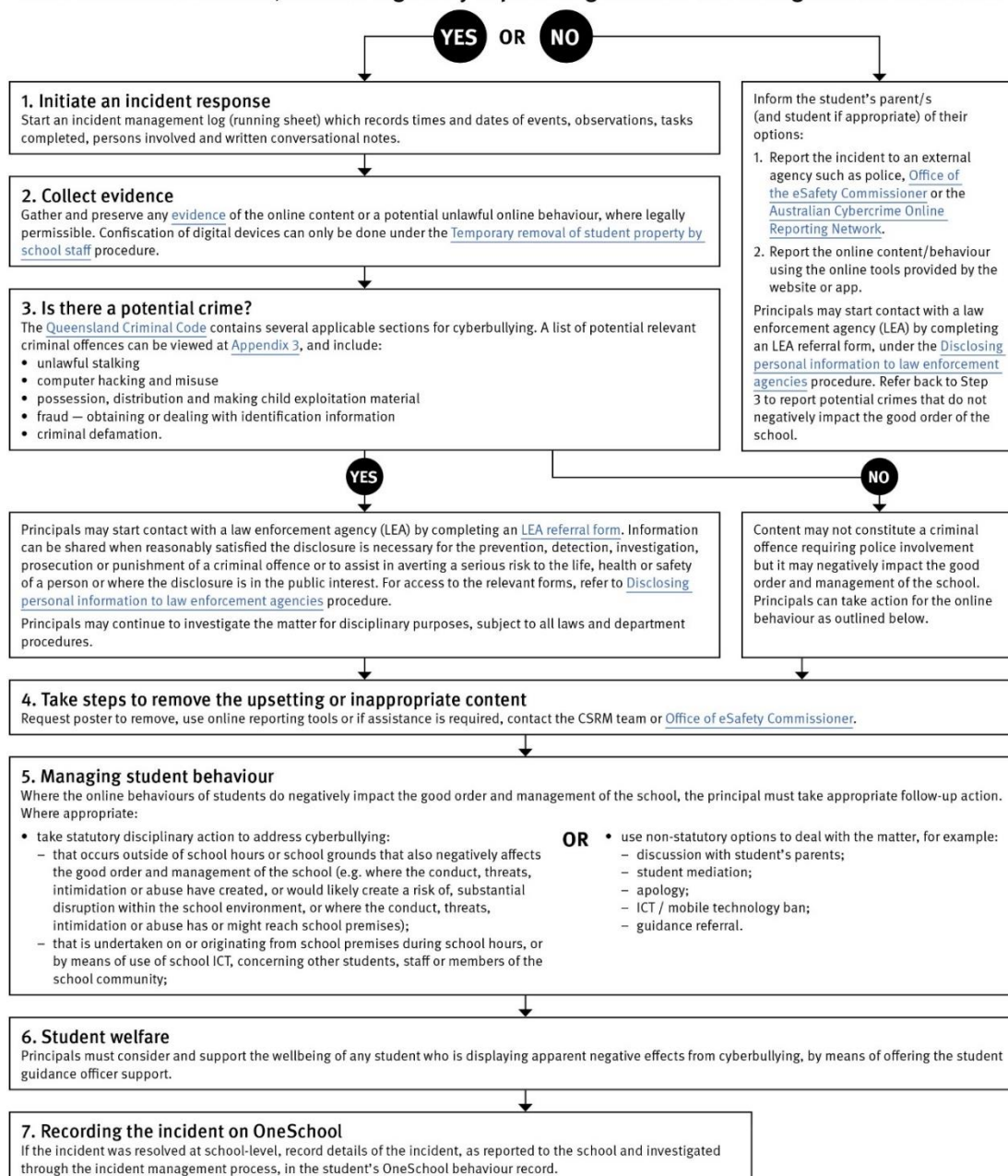
#### Explicit images

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

#### Report

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

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



## Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network (p17) section earlier in this document.

Students are 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 Heatley Secondary College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Appropriate use of social media

The internet, mobile phones and social media provide many opportunities for students to network and socialise online. While these technologies can provide positive platforms, they have the potential to cause pain to individuals, groups or even whole communities. Negative comments posted about the school community can have a greater impact than intended. 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.

### **Strategies to 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 logout and take 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. Be aware that online discussions between you and your friends can be shared with a much wider audience, potentially far larger than intended.
- Taking time to think about the content you are about to post could save upset, embarrassment, and possible legal action.

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

Feedback is important. If you have a compliment, complaint or enquiry about a school issue, contact the school directly, rather than discussing it in a public forum. If you have raised an issue, or know that another person has, refrain from discussing the details on social media, particularly the names of anyone involved. 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). 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 others, be mindful of who is in the background. You might be happy to share 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 the problem content is explicit, pornographic or exploitative of minors, keep a record of the page URL containing the content but DO NOT print or share it. The URL can be provided to the Principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## Restrictive Practices

Staff at Heatley Secondary College need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. Most instances of risky behaviour can be de-escalated and resolved quickly.

On some 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 the rare situation, 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 is always used as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The Department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice.

Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

## Critical Incidents

Heatley Secondary College ensures that all 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. 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.

Some students have documented plans that detail strategies to be used in the event of a critical incident. These plans are saved on OneSchool and used by staff as needed.

In the event of 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 college 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.

6. ***Restorative meeting***

Engage in a restorative meeting to repair the harm and restore the relationships provided there is a low risk of re-escalation and all parties are in agreement and are willing to participate.



## Related Procedures and Guidelines

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

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

## Resources

Resources and supports that may assist in the area of student behaviour or wellbeing include:

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

# Complaints Management

Heatley Secondary College staff are committed to ensuring every student is supported to feel safe, respected and to be engaged in school. There may, however, be occasions where parents or carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

Heatley Secondary College is committed to ensuring that all complaints - whether they relate to a staff member or the College's operations - are dealt with in a fair and equitable manner. Parents or carers can express dissatisfaction with the service or action of the College or its staff, including decisions made by the College and/or by the regional office.

As a complainant, it is your responsibility to:

- give a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated.
- inform the College if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

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

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

1. **Early resolution:** discuss your complaint with the College. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the College to discuss your complaint or lodge your complaint in writing or over the phone. You can also make a complaint through the Queensland Government complaints webpage at [www.complaints.services.qld.au](http://www.complaints.services.qld.au).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#) If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how it was handled, you can ask the local [Regional Office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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