



# HEATLEY SECONDARY COLLEGE

Student Code of Conduct

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.

# Contents

Acknowledgement of Country.....	1
Contact Information .....	3
Endorsement .....	3
Purpose .....	4
Principal’s Forward .....	4
P&C Statement of Support .....	6
Consultation.....	7
Review Statement.....	7
Learning and Behaviour Statement.....	8
Whole College Approach to Discipline .....	9
Positive Culture for Learning .....	9
Behaviour Expectations of a Heatley Proud Learner.....	10
Differentiated and Explicit Teaching .....	11
Focussed Teaching.....	12
Intensive Teaching.....	12
Student Wellbeing Team .....	13
Disciplinary Consequences .....	15
Tier 1 Behaviours.....	15
Tier 2 Behaviours.....	15
Tier 3 Behaviours.....	16
School Disciplinary Absences.....	17
College Policies .....	18
Temporary removal of student property.....	18
Use of mobile phones and other devices by students.....	20
Use of the College’s ICT facilities and devices by students .....	21
Preventing and responding to bullying.....	22
Appropriate use of social media .....	29
Restrictive Practices .....	30
Critical Incidents .....	31
Legislative Delegations.....	32
Legislation.....	32
Delegations .....	32
Related Procedures and Guidelines.....	33
Resources.....	33
Complaints Management.....	34

## Contact Information

Postal address:	PO Box 64, Aitkenvale Qld 4814
Phone:	07 4726 8333
Email:	<a href="mailto:admin@heatleysc.eq.edu.au">admin@heatleysc.eq.edu.au</a>
College website address:	<a href="http://www.heatleysc.eq.edu.au">www.heatleysc.eq.edu.au</a>
Contact Person:	Melissa Jackson (Principal)

## Endorsement

Principal Name:	Melissa Jackson
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Principal Signature:	
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Date:	19 January 2024
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P/C President Name:	Anne Schleibs
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P/C President Signature:	
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Date:	19 January 2024
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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 THE Principal 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** Analysis of 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 2 2023) included a review of our current Student Code of Conduct, 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 annual School Opinion Survey.

**Phase Three** (Term 4 2023) involved finalising a draft *Student Code of Conduct* for distribution to all members of the college community in January 2024, 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 January 2024 and will be reviewed annually.

### 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.

Annual review conducted Term 4, 2022.

Annual review conducted Term 4, 2023.



# 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 2024 - 2027](#)* 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*.

## Whole College Approach to Discipline

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*. We are committed to building a culture of engaged learning, which promotes high expectations, values diversity and is responsive to the needs of individuals.

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

- 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 capability to use **Trauma Informed Practice** as a routine pedagogic tool.
- Enacting **Positive Behaviour for Learning (PBL)** processes to facilitate building a positive and productive learning and teaching environment



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 use the PBL Framework that aligns our beliefs with explicitly teaching student behaviour and expectations 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

*Resilient*



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

## Disciplinary Consequences

The disciplinary consequences model used at Heatley Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

## Differentiated 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.



Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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

## Focussed 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.

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 a number of evidence-informed programs to address specific skill development for some students (see below)

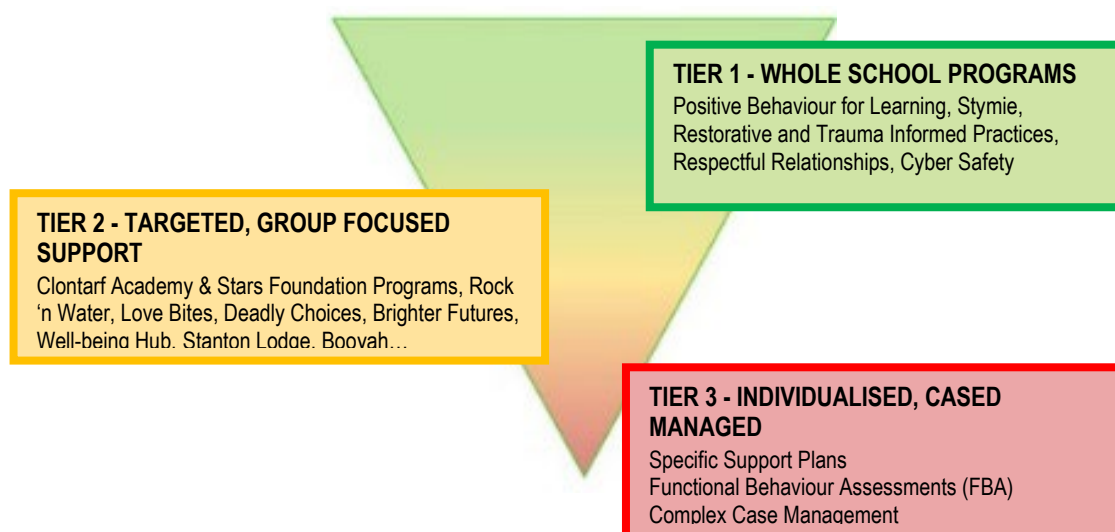
## Intensive Teaching

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.



## Wellbeing Team Roles and Responsibilities

Role	Responsibilities
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>
Wellbeing Professional-Psychologist	<ul style="list-style-type: none"> <li>provide intervention and support for students presenting with mild to moderate mental health concerns. Intervention or support will typically comprise a 10-week (term) model and encompass assessment, formulation, treatment or intervention and review.</li> </ul>
GP Clinic Doctor and Nurse	<ul style="list-style-type: none"> <li>provide free, confidential support for the physical and mental health of students</li> <li>accessible to all students each Wednesday</li> </ul>
Heads of Student Services - Wellbeing	<ul style="list-style-type: none"> <li>provides support to implement student wellness programs across the college</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need and case management support for students.</li> </ul>
Year 12 Coordinator	<ul style="list-style-type: none"> <li>responsible for student welfare</li> <li>provides continuity of contact for students and their families</li> <li>nurture a sense of belonging and work to ensure students feel safe and focussed on coming to school to achieved their goals.</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>
Learning Support Teacher	<ul style="list-style-type: none"> <li>provides targeted and specialised learning support for student who have been identified through the Department of Child Safety.</li> </ul>
School-Based Police Officer	<ul style="list-style-type: none"> <li>to enhance community safety and security and increase community confidence and satisfaction with police by building positive relationships</li> <li>provide a quality policing service for the school community (students, staff, parents/carers, other community members or relevant organisations)</li> </ul>
Youth Support Coordinators	<ul style="list-style-type: none"> <li>provide 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, and social/emotional/physical wellbeing</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>provide social, emotional and spiritual support, provide an additional adult role model in the school and enhance engagement with the broader community including parents</li> <li>refer students in need of additional support to relevant school and regional staff or to external support services</li> </ul>
Transition Pathways Officer	<ul style="list-style-type: none"> <li>provide support and assist the development of successful retention and transition strategies for students who have been identified at risk.</li> <li>accept referrals for senior students who are 16yrs or older</li> <li>establish and maintain effective networks with school-based support staff to maximise the transition outcomes of students.</li> </ul>
Clontarf Academy	<p>Work with indigenous students to:</p> <ul style="list-style-type: none"> <li>provide mentorship</li> <li>support attendance and engagement</li> <li>improve educational and learning outcomes</li> <li>improve employment options and life choices</li> </ul>
Stars Foundation	

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.

## Disciplinary Consequence Tiers

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 tiers (Tiers 1, 2 and 3) and two categories, minor and major.

<b>MINOR: Tier 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 (Den 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>Classrooms / Instructional settings</b></p> <ul style="list-style-type: none"> <li>One-off lateness to class, leaving class without permission, truant from class</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>
<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 - Heatley Proud Learning Card (setting goals and monitoring)</li> <li>Parental contact; Email or Letter of concern (to be recorded on OneSchool).</li> </ul>	
<b>MAJOR: Tier 2 – Referral to Head of Department – (Parent Contact)</b>	
<b><i>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.</i></b>	



<p><b>Major behaviours (tier 2) are those that:</b></p> <ul style="list-style-type: none"> <li>• Impact on the learning of others.</li> <li>• Repeatedly breach College expectations.</li> <li>• Violate the rights of others or put self/others at risk of harm.</li> <li>• Require involvement of HOD</li> </ul>	<p>Examples include:</p> <p><b>All Settings</b></p> <ul style="list-style-type: none"> <li>• Repeated tier 1 behaviours with no improvement after teacher intervention</li> <li>• Pattern of absence, lateness to school, escalating truancy</li> <li>• Repeated refusal to follow staff directions</li> <li>• Repeated device/phone misuse</li> <li>• Behaviour endangering self or others</li> <li>• Bullying (including cyberbullying)</li> <li>• Persistent refusal to follow uniform policy</li> <li>• Possession, use of cigarettes, e-cigarettes or vaping products</li> </ul>
<p><b>FOCUSSED RESPONSES</b></p> <p><b>Major behaviours (tier 2) may result in:</b></p> <ul style="list-style-type: none"> <li>• A Restorative Conversation</li> <li>• Referral for support and intervention.</li> <li>• Individual Student Support Plan</li> <li>• Check in Check Out</li> <li>• Meeting with the student and parent/carer.</li> <li>• Issuing of a consequence, eg <ul style="list-style-type: none"> <li>○ Process enacted (eg: uniform, phone)</li> <li>○ Time Out 2</li> <li>○ Detention (including after school – <b>back on track</b>)</li> <li>○ <b>Heatley Proud Learning Card (setting goals and monitoring)</b> (HOD)</li> <li>○ Community Service</li> <li>○ Restricted Playground options</li> </ul> </li> </ul>	<p><b>Classrooms / Instructional settings</b></p> <ul style="list-style-type: none"> <li>• Ongoing disruption to learning</li> <li>• Repeated lateness to class, leaving without permission, truant</li> <li>• Repeatedly unprepared for class</li> <li>• Ongoing lack of engagement, failure to complete / submit set work</li> <li>• Cheating / Plagiarism</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>• Persistent unsafe behaviour</li> <li>• Damage to College property</li> <li>• Repeatedly out of bounds</li> </ul>
<p><b>MAJOR: Tier 3 – Referral to Deputy Principal / Principal (Parent Contact)</b></p>	
<p><b>Major behaviours (tier 3) are those that:</b></p> <ul style="list-style-type: none"> <li>• Significantly impact on the learning of others.</li> <li>• Persistently breach school rules and expectations.</li> <li>• Significantly violate the rights of others or put self/others at risk of harm.</li> <li>• Require involvement of a Deputy Principal or Principal because behaviour is persistent, with no response to HOD intervention.</li> </ul>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Persistent tier 2 behaviours with no improvement after HOD intervention including: <ul style="list-style-type: none"> <li>○ absence, lateness, chronic truancy</li> <li>○ disruption to learning of others</li> <li>○ lack of engagement, failure to complete / submit work</li> <li>○ insolence and /or refusal to follow staff instructions</li> <li>○ refusal to follow uniform policy</li> </ul> </li> <li>• Refusal to follow directions of HOD, DP, Principal</li> <li>• Serious misuse of facilities / equipment, eg; Graffiti, Vandalism</li> <li>• Major theft</li> <li>• Persistent bullying (including cyberbullying, harassment of students, stalking)</li> <li>• Verbal aggression, serious threats to students or staff</li> <li>• Physical violence towards students or staff</li> <li>• Supply of cigarettes, e-cigarettes or vaping products</li> <li>• Possession, use and/or supply of drugs</li> <li>• Possession, use and/or supply of weapons</li> <li>• Possession / distribution of offensive material</li> <li>• Major device/phone/computer misuse</li> <li>• Dangerous behaviour putting self or others at risk</li> </ul>
<p><b>INTENSIVE RESPONSES</b></p> <p><b>Major behaviours (tier 3) may result in:</b></p> <ul style="list-style-type: none"> <li>• Functional Behaviour Assessment</li> <li>• Complex case management</li> <li>• Restorative Conference</li> <li>• Stakeholders meetings</li> <li>• Temporary removal of property</li> <li>• Time Out 3 (Admin) detention eg after school / Saturday detention, withdrawal from class</li> <li>• Discipline Improvement Plan.</li> <li>• Community service.</li> <li>• Student Disciplinary Absence (SDA) (See next section)</li> </ul>	

## 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 Officer or Community Education Counsellor, 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 or vaping products)
- 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 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 Agreement - 2024 Policy](#) is available on the college website and 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).

### **STUDENT USE OF MOBILE DEVICES**

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' supports Heatley SC to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

### **Responsibilities**

Teaching students to navigate these technologies, and use them safely is a shared responsibility between parents, schools and students.



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

- Mobile devices must be switched off at the first bell at 8.55am and placed in school bags. They must remain off and be 'Away for the Day' in school bags until the bell rings at 3pm to finish the school day. Medical exemptions may be applied with supporting documentation from a Medical Practitioner.

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

- use a mobile device in an unlawful manner
- 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
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- 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 further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments.

## Use 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 den teacher or a class teacher
- year 12 coordinator
- Heads of Student Services - Wellbeing
- 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.**

### What is Stymie?

Stymie is a Web-based program designed to allow **anyone** (students, parents/carers or concerned friends) to report **all kinds** of concerns safely and anonymously. You can use Stymie to report any kind of harm, for example:

- Bullying
- Cyberbullying
- Discrimination
- Domestic violence
- Illegal activity
- Mental health concern
- Physical fight
- Self-harm
- Suicidal thoughts
- Other concerns



More information can be found via the links below:  
<http://www.stymie.com.au/>

**REPORTING ON STYMIE**

#SAYSOMETHING #REPORTIT #SPEAKUP

Stymie provides encrypted, anonymous notifications. It supports students and parents with the ability to say something without fear.

---

**STEP #1**  
 AN INCIDENT OF HARM OCCURS  
 You decide that an incident needs to be reported

---

**STEP #2**  
 GO TO STYMIE.COM.AU  
 Go to STYMIE so you can report the harm anonymously

---

**STEP #3**  
 MAKE A NOTIFICATION  
 Answer the questions in a truthful and responsible manner and click send

---

**STEP #4**  
 THE WELLBEING TEAM RECEIVES MESSAGE  
 The Wellbeing Team will then investigate.  
 If outside of hours it will be on the next school day.

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.

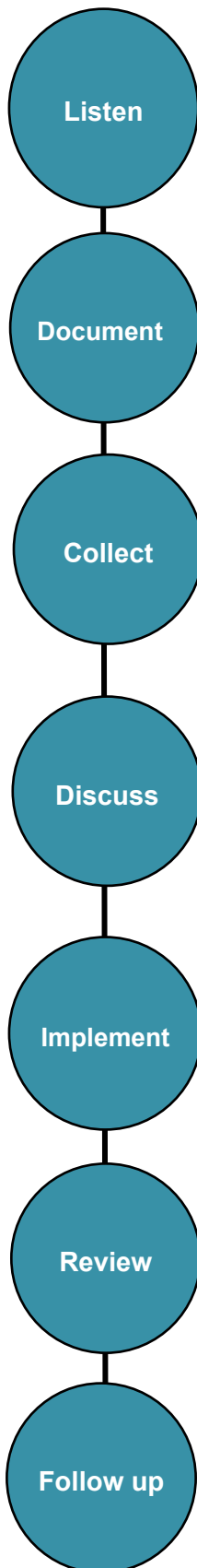
Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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



- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety (you believe the student is likely to experience harm (from others or self) within the next 24 hours), let the student know how you will address the concern.
- Ask the student for examples of the alleged bullying, and attach any documentation (eg notes, screen shots).
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Establish this facts
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss the next steps
- Ask the student what they believe may repair the harm
- Engage the student as part of the solution
- Provide the student/parent with student support network information
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes, including any agreed to Restorative Meetings
- Monitor student and check in regularly on their wellbeing
- Seek assistance from the wellbeing team if needed
- Meet with the student to monitor the situation
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool
- Continue to check in with student on regular basis
- Record notes of follow-up meetings in OneSchool
- Look for opportunities to improve College wellbeing for all students

## 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](#).

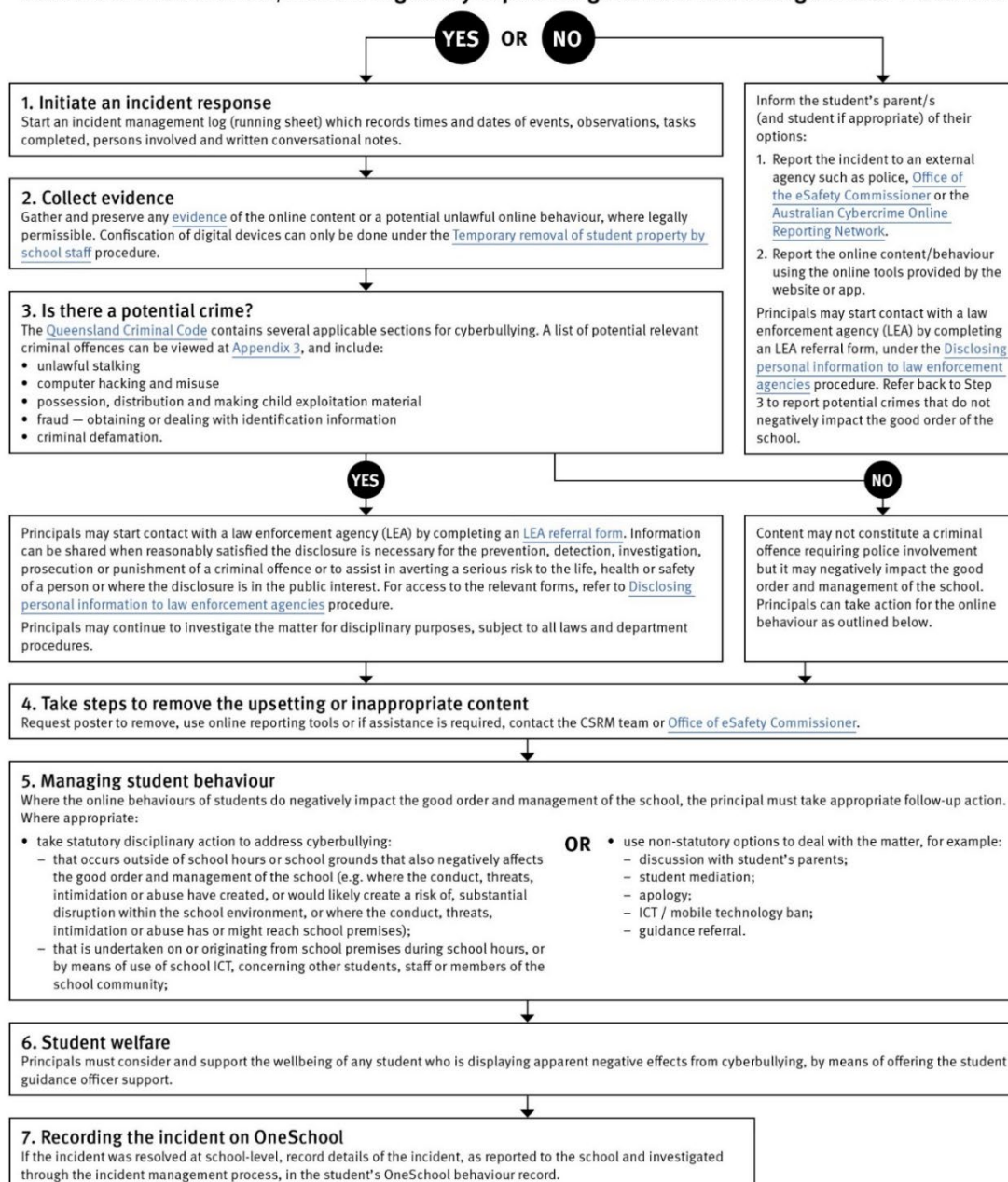
#### Explicit images

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.



## 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](#)

## 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
- ICT responsible Use Agreement

## 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 <https://www.complaints.services.qld.gov.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](#)

