



**TAMBORINE
MOUNTAIN**

STATE HIGH SCHOOL

Tamborine Mountain
State High School

Student Code of Conduct 2024-2027

Every student succeeding

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

Queensland Department of Education

Contact Information

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Endorsement

Principal Name:	Tracey Brose
Signature:	
Date:	23 January 2023
P&C President Name:	Nikki Robson
Signature:	
Date:	23 January 2023
School Council Chair	Jackie Anderson, Deputy Principal
Signature:	
Date:	23 January 2023

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Purpose

Tamborine Mountain State High School (TMSHS) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/caregivers and visitors.

The TMSHS Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Introduction

Our philosophy is based on personal responsibility. Personal responsibility may be viewed as having four base components:

1. an awareness of thoughts and feelings
2. behaviour choices
3. the need to be accountable for choices and their consequences
4. the effect of behaviour and the behaviour of others on people and the environment

(Mergler 2005)

School rules are:

- Do what it takes to learn.
- Respect and support the rights of others.
- Act responsibly.

All members of the school community have basic rights and a responsibility to respect the rights of others. Rules and expectations exist at Tamborine Mountain State High School to support these basic rights.

High standards of academic, social and personal learning are our core business. Such learning is more likely to be productive in an environment which is supportive, calm, well-organised, cooperative and respectful.

It is our belief that careful proactive practices and planning will increase the probability of cooperative behaviour. Continuing professional learning in adolescent behaviour and management of behaviour as adults, are important for all who work with young people.

Young people can also contribute significantly through learning skills such as leadership, conflict resolution, peer support and resilience.

P&C Statement of Support

As President of the Tamborine Mountain State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Tracey Brose and her team has ensured that all parents/caregivers have had multiple opportunities to contribute and provide feedback on this Policy. This has been an important aspect in the development of the TMSHS Student Code of Conduct, as the awareness and involvement of parents/caregivers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents/caregivers to familiarise themselves with the TMSHS Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students make appropriate behavioural choices at Tamborine Mountain State High School.

Any parents/caregivers who wish to discuss the TMSHS Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself (Scott Dippel – P&C President) or to join the Tamborine Mountain State High School P&C Association or School Council. 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.

School Captains/Leaders Statement

On behalf of the student body at Tamborine Mountain State High School, we endorse this Student Code of Conduct. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Tamborine Mountain State High School P&C Association and School Council on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains or Vice Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain:	Patrick Schomberg	Indya Smith
Signature:		
Date:	23.01.2023	23.01.2023
Vice-Captain:	Corie Hassell	Abigail Seed
Signature:		
Date:	23.01.2023	23.01.2023
School Council		
Student Representative:	Kyra Attridge	Alexandra Seerden
Signature:		
Date:	23.01.2023	23.01.2023

Data Overview

Tamborine Mountain State High School is committed to the regular review of key measures related to student discipline, safety and wellbeing. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/caregivers and staff about school climate, attendance and school disciplinary absences.

The parent/caregiver, student and staff satisfaction data in the tables below is drawn from the School Opinion Survey. 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/caregivers
- students
- staff
- principals

For more information, refer to frequently asked questions page.

School Opinion Survey

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the School Opinion Survey webpage.

Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2021	2022
This is a good school.	96.6%	96.9%
My child likes being at this school. ²	90.7%	91.1%
My child feels safe at this school. ²	95.9%	99.0%
My child's learning needs are being met at this school. ²	92.8%	94.2%
My child is making good progress at this school. ²	95.4%	94.8%
Teachers at this school expect my child to do his or her best. ²	99.2%	99.5%
Teachers at this school provide my child with useful feedback about his or her school work. ²	94.9%	98.4%
Teachers at this school motivate my child to learn. ²	93.2%	93.7%
Teachers at this school treat students fairly. ²	90.5%	92.3%
I can talk to my child's teachers about my concerns. ²	96.1%	96.3%
This school works with me to support my child's learning. ²	95.3%	96.3%
This school takes parents' opinions seriously. ²	88.4%	91.0%
Student behaviour is well managed at this school. ²	94.6%	96.4%
This school looks for ways to improve. ²	95.1%	94.5%

This school is well maintained. ²	99.6%	100.0%
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Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Student Survey

Percentage of students who agree ¹ that:	2021	2022
I like being at my school. ²	71.6%	78.7%
I feel safe at my school. ²	93.4%	92.7%
My teachers motivate me to learn. ²	85.4%	85.4%
My teachers expect me to do my best. ²	96.1%	98.1%
My teachers provide me with useful feedback about my school work. ²	90.8%	91.5%
Teachers at my school treat students fairly. ²	78.0%	83.0%
I can talk to my teachers about my concerns. ²	68.5%	73.8%
My school takes students' opinions seriously. ²	74.5%	77.5%
Student behaviour is well managed at my school. ²	86.1%	87.8%
My school looks for ways to improve. ²	86.3%	90.5%
My school is well maintained. ²	89.2%	93.1%
My school gives me opportunities to do interesting things. ²	79.1%	87.3%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

Staff Survey

Percentage of staff who agree ¹ that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	96.2%	96.4%
I enjoy working at this school. ²	100.0%	99.0%
I feel this school is a safe place in which to work. ²	100.0%	99.0%
I receive useful feedback about my work at this school. ²	98.7%	97.9%
Students are encouraged to do their best at this school. ²	100.0%	98.9%
Students are treated fairly at this school. ²	100.0%	98.9%
Student behaviour is well managed at this school. ²	100.0%	98.9%
Staff are well supported at this school. ²	100.0%	97.9%
This school takes staff opinions seriously. ²	98.8%	95.8%
This school looks for ways to improve. ²	100.0%	99.0%
This school is well maintained. ²	100.0%	99.0%
This school gives me opportunities to do interesting things. ²	98.7%	94.6%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

TAMBORINE MOUNTAIN STATE IGH SCHOOL DISCIPLINARY ABSENCES			
Type	2020	2011	2022
Short suspension	38	62	29
Long suspension	12	21	18
Exclusion	19	23	18
Cancellation	0	0	0
Total	69	106	65

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

Consultation

The consultation process used to inform the development of the TMSHS Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between November 2019 and February 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we sought feedback from students, parents/caregivers and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked about priorities, suggestions for improving the quality of relationships and communication in the school. In some instances it was necessary to hold these meetings via on-line meeting platforms.

In May, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in June 2020, and the finished version, incorporating suggested changes and feedback was provided to a School Council meeting in August 2020 for endorsement.

The School Council unanimously endorsed the TMSHS Student Code of Conduct for implementation in 2021.

The School Code of Conduct has been reviewed in:-

- October 2021
- October 2022
- October 2023

Review and consultation process endorsed and overseen by School Council.

A communication strategy has been developed to support the implementation of the TMSHS Student Code of Conduct, including parent information evenings, promotion through the school website, weekly email infomercials. Any families who require assistance to access a copy of the TMSHS Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The TMSHS Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent/caregiver to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Systems of Support

Tamborine Mountain State High School uses an extensive system of support as the foundation for our integrated approach to learning and behaviour. Our support system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, Tamborine Mountain State High School staff match increasingly intensive interventions to the identified needs of individual students.

Prevention Description

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and clear behavioural expectations. This involves:

- teaching behaviours in the setting they will be used;
- being consistent when addressing inappropriate behaviour, while taking developmental norms, cultural differences and behavioural function into account;
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in support may be made.
- All students participate in year level parades where code of conduct is covered in explicit detail so consistent messages and expectations are received.

Some students require more intense targeted instruction and support 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.

This additional support builds on the lessons provided to all students and may prevent the need for more intensive interventions. The support is provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behavioural expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.

- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g. they are “evidence-based” interventions that are matched to the student’s need).

A few students require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

This individualised support continues to build on the lessons and supports provided to **all students** and **some students** listed above. The support becomes more individualised and more intensive until teams can identify what is needed for a student to be successful. This type of support is based on the underlying reasons for a student’s behaviour and should include 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.

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

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

Some students, due to complex trauma or family circumstance may not respond positively to the use of certain disciplinary techniques. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/caregivers to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student’s family. This applies even if the behavioural incident, such as bullying, involves your child.

You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/caregivers and students will respect the privacy of other students and families.

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

Student Wellbeing

Tamborine Mountain State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/caregivers and students to speak with their class teacher or make an appointment to meet with the guidance officers/clinical social worker/school psychologist if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge 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 curriculum at Tamborine Mountain State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 12 students.

Reasonable Adjustments

Tamborine Mountain State High School documents the reasonable adjustments they are making for students on OneSchool. This is a school-based decision. Documenting reasonable adjustments provides information for all staff members to ensure reasonable adjustments are provided consistently as required to ensure the student is accessing and participating as fully as possible across all their learning areas or subjects. Options for documenting personalised learning and reasonable adjustments include:

- Using the OneSchool Personalised Learning record.
- Using the OneSchool Student Plan Support Provision functionality to create a support plan (or attach a support plan that is created on a word template).
- Using the OneSchool Unit Planning functionality to record differentiation and reasonable adjustments that occur throughout a unit.
- Creating a school-based planning template that records differentiation and reasonable adjustments that occur throughout a unit.
- Using the OneSchool Class Dashboard (and Student Notes) functionality to record class groupings and individualised support and reasonable adjustments.

The student (if appropriate) and the parents/caregivers would be consulted and involved in the decision-making process regarding the reasonable adjustments being provided. Recording the adjustments being made in OneSchool for a student, allows easy sharing of this information with parents/caregivers.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or event specific.

Drug education and intervention

Tamborine Mountain State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities, while in school uniform or outside of the school setting outside of school hours. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

<https://tamborinemtnshs.eq.edu.au/our-school/rules-and-policies>

Specialised health needs

Tamborine Mountain State High School works closely with parents/caregivers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

Medications

Tamborine Mountain State High School requires parent/caregiver consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents/caregivers need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Tamborine Mountain State High School maintains a number of adrenaline auto-injectors and asthma relievers/puffers on-site, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Tamborine Mountain State High School 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 Health Plan](#).

Suicide prevention

Tamborine Mountain State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer/Clinical Social Worker/School Psychologist or other appropriate staff.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/caregivers 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, Tamborine Mountain State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Positive Behaviour Policy

Tamborine Mountain State High School is committed to acknowledging the positive behaviour of our students. As a school community we have high expectations for the behaviour of our students, both at school, and when they represent us in the wider community. Acknowledging the positive behaviour of our students reinforces and promotes the safe and supportive environment we are striving for as a whole.

Positive Behaviour at Tamborine SHS includes areas such as attendance, class and playground behaviour as well effort and keeping up to date with schoolwork.

Purpose

- To ensure that students who are behaving in a positive way in areas of their schooling life are acknowledged.

Policy

- Students will have positive behaviour recognised in a number of ways across the school year.
- Acknowledgement will occur in different forms such as letters, postcards, special school activities, certificates, recognition on assembly, awards and badges.

Implementation

- Postcards – throughout each term individual teachers can send home postcards to students who are displaying positive behaviour. Examples of this could include but are not limited to: performing well, have made genuine improvement, are consistently making an excellent effort, being a positive role model or mentor
- Gold, Silver, Bronze certificates – These certificates are issued by the administration team and are based on report cards – the certificates take into consideration academic results as well as effort and behaviour.
- Special School Activity – This activity is held 4 times a year (essentially once a term) and acknowledges students who have:
 - ✓ Attendance higher than 85%
 - ✓ Excellent Effort and Behaviour only on their term report card
 - ✓ No HOD referrals or detentions for the term
 - ✓ No monitoring room referrals for the term
 - ✓ No playground misdemeanours for the term
 - ✓ No suspensions, Saturday detentions or after school hours for the term
- Principal Honours – these awards are given out at our Awards night ceremony. They have similar criteria to the Special School Activity criteria.
- Principal Merit Badges – these are handed out at a special school assembly. Criteria for these awards varies but all badges are awarded for behaviour that promotes TMSHS positively and demonstrates good role modelling.

- Peer Supporter Roles – students in Year 10 who self-nominate to become Year 11 mentors to our Year 7 cohort. Candidates attend peer supporter training and their suitability as role models is assessed. Successful candidates are awarded a badge in Year 11 at the Student Leader Parade.

Student Support Network

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

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

Parents/caregivers who would like more information about the student support roles and responsibilities are invited to contact the Student Support Leaders on 55457222.

Role	What they do
Community Elder	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents/caregivers in order to enhance the educational experience for Indigenous and non-Indigenous students.
Student Support Leaders	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school. • Provide induction for new students during their transition to Tamborine Mountain State High School.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents/caregivers, teachers, or other external health providers as needed as part of the counselling process.
Clinical Social Worker and School Psychologist	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing ○ mental health support • complex trauma and family intervention.

It is also important for students and parents/caregivers to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

At Tamborine Mountain State High School we believe discipline is a branch of knowledge, a course of study and in this context is the way schools teach the knowledge students require to make productive decisions.

Doing everything we can to set students up for success is a shared goal of every parent/ caregiver and school staff member. Any students or parents/caregivers who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Principal or Wellbeing team members.

At Tamborine Mountain State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is designed to support students to understand appropriate behaviour and provide a framework for inappropriate behaviour choices.

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

Student Responsibilities

1. Treat others politely and with respect irrespective of their race, ethnic background, gender, socio-economic status, ability or disability.
2. Follow the school rules and to learn to accept the consequences of decisions.
3. Support and acknowledge the achievement of others.
4. Respect other people's property by not stealing, damaging or interfering with it.
5. Report any defects in furniture/buildings or the school grounds.
6. Express opinions in a non-aggressive manner and at an appropriate time.
7. Take responsibility to keep up-to-date and informed re: school communications.
8. Care for the school environment, to keep it clean and free from litter and report damage.
9. Behave and dress in a way that will display pride in my appearance, respect for myself and my school.
10. Behave in a way that contributes to an effective learning environment and supports a safe, non-threatening environment for all.
11. Be an up-stander, encourage others to do the same.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of expectations and how they operate in all settings is conducted by Form Teachers, Student Support Leaders (SSL) and Principal at the beginning of the school year and are regularly revisited during the year.
- Reinforcement of behaviour expectations on year level assemblies and whole school assemblies.

- Publication in the student handbook and school website.
- Reminders of expectations by staff during class and extra-curricular activities.

Parents/Caregivers and staff

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

Respect	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff. You are respectful when interacting with other students, teachers and members of the school community.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents/caregivers to leave and collect students.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
Responsible	
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
Do what it takes to support your child's learning	
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading materials sent home by school staff.	We will use the electronic school communication as the primary means of notifying parents/caregivers about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent/caregiver.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents/ caregivers.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents/caregivers, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

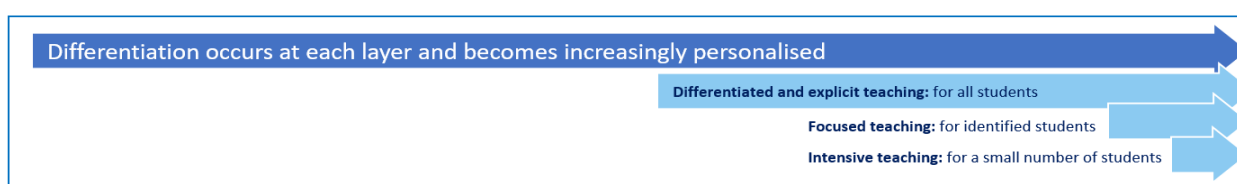
Differentiated and Explicit Teaching

Tamborine Mountain State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Tamborine Mountain State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour.

These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Tamborine Mountain State High School provides focused teaching. Focused teaching is aligned to our school expectation and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Tamborine Mountain State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Case Management
- Cognitive Behaviour Therapy
- Complex Trauma Management
- Emotional Intelligence
- Healthy Relationship Choices
- Peer Leader
- Raise Mentor Program

For more information about these programs, please speak with our Student Support Leaders or Wellbeing Team staff.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(QLD\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)

- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, 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 Tamborine Mountain State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused 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, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s behaviour. Usually this course of action is only taken when the behaviour warrants immediate removal of the student for the safety of others or self and/or no other alternative discipline strategy is considered sufficient/appropriate to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This type of behaviour may include: late to class, non-completion of homework, minor class disruptions and minor non-compliance.

School responses may include:

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

Focused

Class teacher is supported by other school-based staff to address in-class/school problem behaviour. Behaviours may include: truancy, inappropriate phone use, recording/photography and uploading inappropriate images/language, major non-compliant hands off breaches, uniform infringements and chewing gum.

School response may include:

- Functional behaviour assessment
- Individual student behaviour support strategies (e.g. student behaviour plan)
- Time-out cards
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in/check out strategy – Student Support Leaders (SSL)
- Teacher coaching and debriefing
- Referral to Student Support Leaders or Wellbeing team for team-based problem solving/ case management
- Stakeholder meeting with parents/caregivers and external agencies
- Daily monitoring sheet (SSL case management)
- Saturday detentions [Saturday Detention](#)
- After-school detentions/community service
- Part-time attendance programs.
- Weekly Withdrawal Room (WWR) [WWR](#)
- Suspensions
- Targeted skill development through on-line education program completion – skill specific education

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. Examples of such behaviour may include: dangerous behaviour, possession of banned items, damage/vandalism, theft, bullying, substance use/ misuse/possession, any unlawful behaviour or serious incidents of misconduct or conduct prejudicial to good order and management of school whether occurring in or outside of school grounds or hours.

School response may include:

- Functional behaviour assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents/caregivers and external agencies including regional specialists
- Saturday detention [Saturday Detention](#)

- Community service
- Discipline Improvement Plan
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Students who participate in behaviours involving drugs – use, supply or possession either during or outside school hours are participating in serious illegal behaviours, which are regarded as posing a very high risk to our school environment. Such behaviour is clearly prejudicial to good order and management of our school. At all times students are expected to attend Tamborine Mountain State High School drug and alcohol free. The presence of drugs or alcohol in your system can impair your judgement/functioning and could impact on your safety and the safety of others. In such situations serious consideration will be given to a temporary/permanent exclusion.
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Tamborine Mountain State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents/caregivers 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 Tamborine Mountain State High School may be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/caregivers, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/caregivers to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parents/caregivers. Re-entry meetings will be scheduled prior to the scheduled return date to school.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parents/caregivers at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer/clinical social worker)
- Set a date for follow-up
- Thank student and parents/caregivers for attending
- Discuss processes for date of return from suspension.

Reasonable adjustments

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

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Out of hours detentions (Saturdays)

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- * No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Tamborine Mountain State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/caregiver or calling the police;
- require consent from the student or parent/caregiver to examine student's 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/caregivers (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent/caregiver to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered as urgent/necessary, the police and the student's parents/caregivers should be called to make such a determination.

Parents/Caregivers of students at Tamborine Mountain State High School:

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

Students of Tamborine Mountain State High School:

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones.

However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.



In consultation with the broader school community, it has been agreed technology should not be permitted at TMSHS during school hours, rather students are encouraged to engage in other social learning and development activities.

Tamborine Mountain State High School is a technology (mobile phone) free zone from 8:30 am to 3:05 pm each school day. Please respect the community agreed expectations for our school site and behaviours.

Breaches of the mobile phone policy will result in disciplinary consequences which could include – suspension or Saturday detentions.

Responsibilities

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

- be courteous, considerate and respectful of others when using a mobile device after 3:05 pm each school day
- seek teacher's approval to use a mobile device under special circumstances during other times.

It is **unacceptable** for students at Tamborine Mountain State High School to:

- use a mobile phone or other device between 8:30 am – 3:05 pm (Monday to Friday) without direct teacher consent on site at Tamborine Mountain State High School.
- use a mobile phone or other devices in an unlawful manner which can include filming other/s without consent and/or filming on Tamborine Mountain State High School grounds without written consent
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras or laptop cameras on school site without the consent of a teacher
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices in exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the TMSHS Student Code of Conduct. In addition students and their parents/caregivers should:

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

Excursions

This policy also applies to students during excursions and extra-curricular activities.

Some excursions may permit the use of mobile phones and smart watches for security reasons. Parent/caregiver will be notified via letter of any such permission.

Loss of Device

No liability will be accepted by the School in the event of the loss, theft or damage of any device.

- * *Personal Technology Devices include, but is not limited to, games devices such as Portable gaming devices, Tamagotchi's®, laptop computers, PDAs, Blackberry's®, cameras and/or voice recording devices (whether or not integrated with a mobile phone, smart watch or MP3 player), mobile telephones, iPods® iPads and devices of a similar nature.*

Preventing and responding to bullying

Tamborine Mountain State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/caregivers 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.

Tamborine Mountain State High School has a Wellbeing/Leadership Forum with diverse representatives from each year level meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Wellbeing Network Team Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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



A priority for the Student Wellbeing Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents/caregivers was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Tamborine Mountain State High School we believe students should be at the forefront of advising staff, parents/caregivers and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

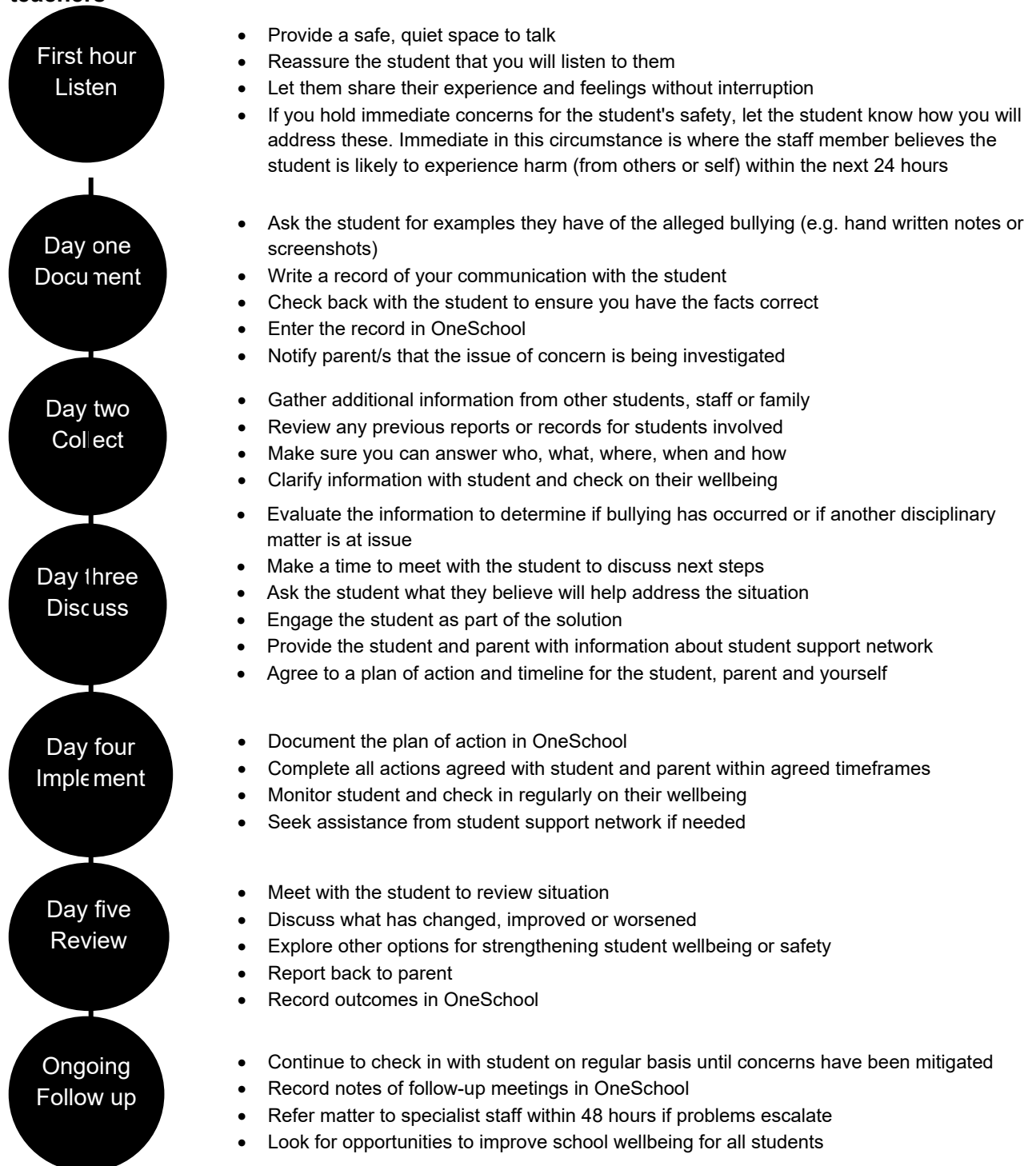
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Tamborine Mountain State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/caregivers.

The following flowchart explains the actions Tamborine Mountain State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Tamborine Mountain State High School - Bullying response flowchart for teachers



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

Key contacts for students and parents/caregivers to report bullying:

Year 7 to Year 12

Student Support Leaders (SSL) - StudentSupportLeaders@tamborinemtnshs.eq.edu.au

Deputy Principal (Wellbeing)

Mrs Mandy Johnstone – ajohn81@eq.edu.au or 55457222

Deputy Principal

Jackie Anderson – jande83@eq.edu.au or 55457222

Graeme Locastro – gloca1@eq.edu.au or 55457222

Principal

Tracey Brose – tbros2@eq.edu.au or 55457222

Cyberbullying

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

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach the Student Support Leaders. There is also a dedicated Acting Deputy Principal - Wellbeing (Mandy Johnstone) and Principal (Tracey Brose) who can be contacted directly by students, parents/caregivers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/caregivers and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents/caregivers 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 Tamborine Mountain State High School may face in-school disciplinary action, such as Saturday detentions, loss of Wednesdays (senior) 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/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to a member of our school Administration.

Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

Tamborine Mountain State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Tamborine Mountain State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

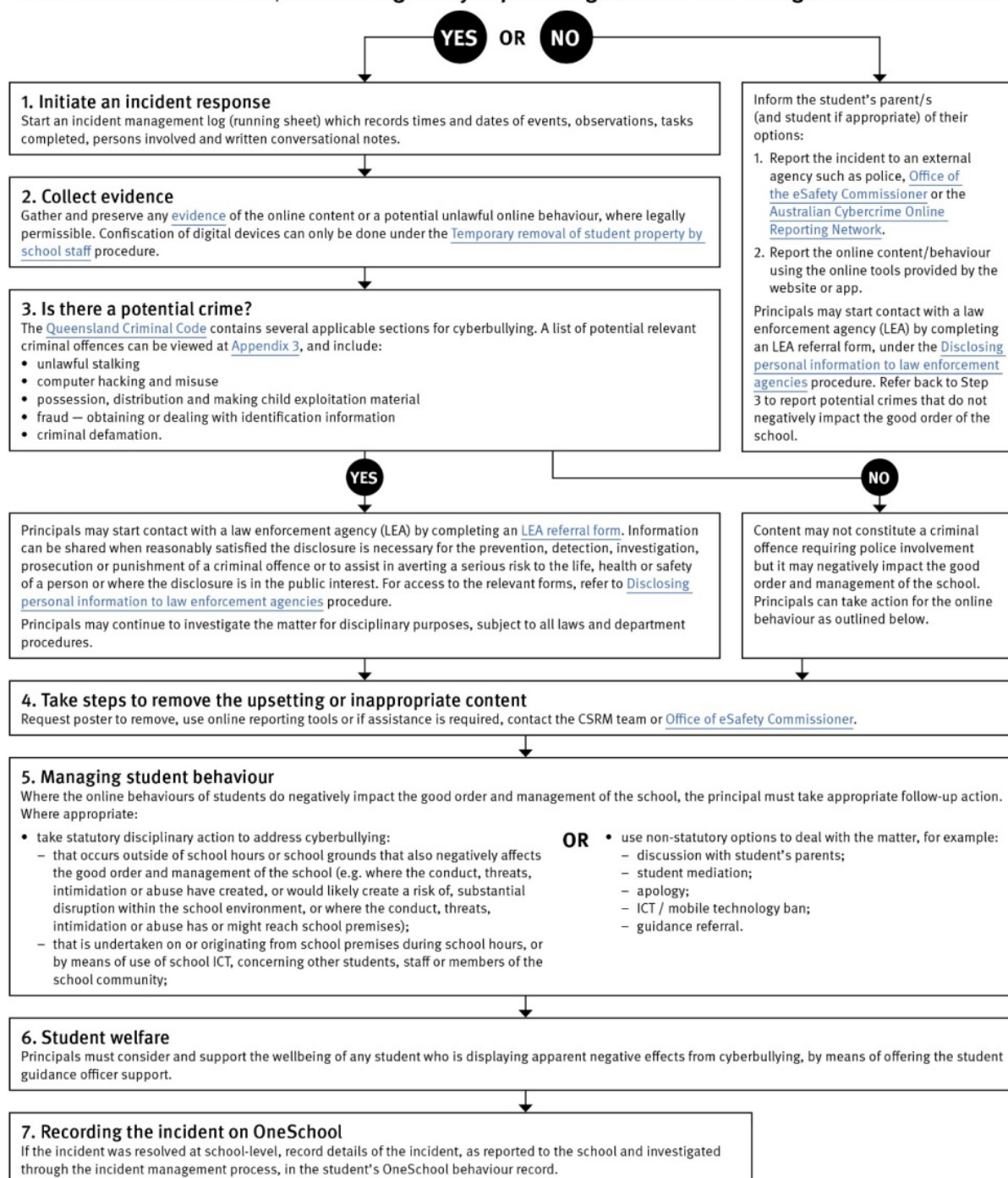
Explicit images

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

Report

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

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



Anti-Bullying Commitment

The Anti-Bullying Commitment provides a clear outline of the way our community at Tamborine Mountain State High School works together to establish a safe, supportive and disciplined school environment. This commitment is provided to all students and their parents/caregivers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Tamborine Mountain State High School – Anti-Bullying Commitment

We agree to work together to improve the quality of relationships in our community at Tamborine Mountain State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- 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.

PHYSICAL	VERBAL	SOCIAL	NON-VERBAL
<ul style="list-style-type: none"> • Invading personal space • Hitting/punching/choking/pinching • Taking and throwing property • Taking and hiding property • Borrowing property without permission • Tripping/kicking • Grabbing • Pushing/jostling • Unwelcome touching 	<ul style="list-style-type: none"> • Name calling • Threats • Abuse • Unwanted requests • Suggestive or unwanted comments • Obscene or vulgar language • Teasing/taunting • Intimidation • Creating/ communicating rumours 	<ul style="list-style-type: none"> • Talking about others • Writing notes about others • Use of the internet, social media or e-mail to spread misinformation, and rumour or to threaten • Ignoring • Rejecting • Ostracising • Instilling fear • Isolating • Commenting negatively about family 	<ul style="list-style-type: none"> • Threatening body language • Hand or body gestures • Exclusion • Facial expressions • Glares/stares

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent/Caregiver's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

Tamborine Mountain State High School students are NOT permitted to upload any videos/images taken on school site and/or in school uniform without the written consent of the school.

What if I encounter problem content?

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

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

Out of School Hours - (Saturday Detention)

Tamborine Mountain State High School utilizes an alternative approach to disciplinary absences (suspensions). Saturday Detentions may be imposed at the discretion of the School Principal. This will usually be issued as an alternative to suspension.

Saturday Detention will be advised to the student and Parent/Caregiver at least five school days prior to the day. Parents/Caregivers will receive an email/letter advising the details of the proposed 'Out of School Hours' detention. The State Government supports schools through the Education (General Provisions) Act 2006 (Qld) in the use of Saturday detentions. Full policy can be found at –

<http://education.qld.gov.au/behaviour/detentions.html>.

Three staff members, including one member from the Administration Team will supervise the Saturday detention. The detention will run from 9:00 am to 1:00 pm on the allocated Saturday.

Students are to arrive at the Administration Office at 8:45 am for a 9:00 am start with at least one parent/caregiver. Students will be met by a member from Administration/HOD Team. Students will be supervised within the school grounds at the SSL Hub from 9:00 am to 1:00 pm. Students must be in full school uniform.

The parent/caregiver is responsible to arrange travel/supervision to and from the detention.

The student will complete a range of curriculum related tasks under the supervision of staff in all instances completed work will result in certification and is part of the recognized 21st Capability Skills Curriculum.

Protocols for After-hours Detentions and Saturday Morning Detentions

Where a detention is to be undertaken outside of school hours, including Saturday the following procedures will apply:

- Student emergency contact/medical records will be held by detention supervising staff.
- A risk assessment will be completed and a risk management plan developed and held at the school.
- Parents/Caregivers will be notified of the proposed detention at least five school days before the detention is scheduled to occur.
- Saturday morning detentions will be recorded in OneSchool as per DoE Policy. Student will have access to a 20 minute break at 11:00am, which will be supervised in the main undercover area by the supervising staff. Students will not be provided with socialization time during the scheduled break. The Tuckshop will not be open. The student will be permitted to leave the school grounds at 1:00 pm. Parents/Caregivers are responsible for student care and supervision of the student before 9:00 am and after 1:00 pm on the day.
- No provision for food will be available for the student. If they require food they will need to bring their own lunch and can eat during the 20 minute break at 11:00 am.
- Parents/caregivers are responsible for any transport arrangements.
- First aid equipment will be readily accessible. The supervising staff will contact parents/caregivers if a need arises.
- Parents/Caregivers are able to seek in writing prior to the Saturday detention, one rescheduling of the detention date.
- Emergency Services including Ambulance, Police or Fire Service in case of any emergency.

What happens if the Saturday Detention is not completed satisfactorily?

Saturday morning detentions provide an alternative to being suspended from school. Should a student fail to attend a Saturday detention, consequences for the original behaviour will be applied which may be a long term suspension. Failure to show to the detention will be considered disobedience or non-compliance, additional consequences may apply.

Date

Notification of Saturday Detention

As an alternative to the disciplinary consequence of suspension, as per the Tamborine Mountain State High School Responsible Behaviour Plan, a Saturday detention has been issued.

Student Name:

Saturday detention date:

Time:

9:00 am – 1:00 pm

Venue:

67-87 Holt Road, Tamborine Mountain
Meet at Administration Office (Detention supervised in SSL)

Dress Code:

Full school uniform

Lunch:

Student own provision (20 minutes) (No tuckshop available)

Travel/Supervision:

Parent/caregiver responsible for travel to and from Tamborine Mountain State High School and supervision before 9:00 am and after 1:00 pm.

Please do not hesitate to email the school you have any questions. If you believe you should not be issued with a Saturday detention (out of school hours) consequence, you, your parent/ caregiver or someone else with your permission, can write to the Principal, Tamborine Mountain State High School within five days of being given this notice, to explain why you should not have been issued this consequence. I have attached a guide to making a submission in relation to this matter to the Principal.

Your submission should be addressed to Mrs Tracey Brose, Principal TMSHS. Email tbros2@eq.edu.au. If you need help to understand the reasons for this disciplinary consequence please make an appointment via Mrs Mel Fiore on 5545 7273 or mfior4@eq.edu.au to meet with a SSL member.

Yours faithfully

SSL

Please return via email to SSL by (date)

Dear SSL

I acknowledge that consistent with the Education (General Provisions) Act 2006 (Qld). My child has been issued a Saturday detention. My child will / will not be attending the scheduled Saturday). I understand the failure to attend the Saturday detention will result in the original consequence of suspension for the behaviour being applied as well as additional consequences. It is important to note this may be a long suspension.

Parent Signature

Date

Frequently Asked Questions – Out of hours detentions

What is detention?

Detention is a consequence that schools may use to address inappropriate student behaviour. Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community.

Why do schools have these powers?

Detention is a disciplinary consequence that principals and teachers may use as an alternative to suspension or exclusion. Principals have the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour.

What behaviour warrants a detention?

A detention is given for behaviour that is inappropriate. All schools have a Responsible Behaviour Plan for students developed with the local community. This plan outlines the behaviours that may lead to a detention and what detention will look like at the school.

Are there any restrictions?

Principals set the rules for detentions, including when and where they are to happen and for how long, based on the age and circumstances of the individual student. Detention is given to students in accordance with the school's Responsible Behaviour Plan for students and within the parameters outlined in the Safe, supportive and disciplined school environment procedure - (<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>).

What procedure is to be followed when giving detention?

All staff must follow the school's Responsible Behaviour Plan for students when implementing disciplinary consequences. The Department supports schools to implement processes for out-of-hours detention through the Safe, supportive and disciplined school environment procedure – (<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>).

Are parents/caregivers involved in the process?

Parents/caregivers may be notified by the school principal or teacher if a child is placed on detention during school hours, depending on the school's policy. If an out-of-school hours detention is considered an appropriate disciplinary consequence, the principal or teacher must notify parents/caregivers the day, time and duration of the detention and the responsibilities of the student, parent/caregiver and school in relation to detention supervision arrangements.

What happens if a student refuses to attend?

Consequences for behaviour are outlined in each school's Responsible behaviour plan for students. If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a long suspension.

Who supervises out-of-school hours detention?

Out-of-school hours detention is supervised by the principal or a teacher. Principals must work within the current industrial framework. Supervisors are entitled to legal liability and worker's compensation as would apply in normal school hours.

Do schools receive additional resources to implement out-of-hours school detention?

Schools implement detentions within the current resources. Schools work with their local community to develop a continuum of support for students with challenging behaviour and to identify strategies that are meaningful to address inappropriate behaviour.

Restrictive Practices

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

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

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for consequence 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/caregivers and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools

- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Tamborine Mountain State High School Website](#)
- [Tamborine Mountain State High School Policies](#)
- [Department of Education School Opinion Survey](#)

Conclusion

Tamborine Mountain State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/caregivers need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent/caregiver, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review: contact the local Regional Office**
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

School Behaviour Categories for Disciplinary Consequences

[1] Possible Consequences: staff take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence including suspension or exclusion.

OneSchool		Notes	
Category	Definition	Problem Behaviour	Definitions Possible Consequences ¹
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Abusive language	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Occupational Abuse	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Bomb Threat/False Alarm	EXCLUSION
Bullying	The delivery of direct or technology- based messages that involve intimidation, teasing, taunting, threats, or name calling. This may include single or 'one-off' incidents or repeated behaviours.	Bullying	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Bullying	EXCLUSION

Defiance	Student refuses to follow adult directions.	Defiance	Student refuses to follow adult directions.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	EXCLUSION
Disrespect	Student delivers socially rude or dismissive messages to adults or students.	Disrespect	Student is disrespectful or dismissive towards adults or students.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Occupational Disrespect	Student is disrespectful or dismissive towards adults or students.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Use/possession sexual items	Possession or sharing of pornographic material or sexual items/materials.	EXCLUSION
		Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	EXCLUSION
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).	EXCLUSION

Fighting	Student is involved in mutual participation in an incident involving physical violence.	Fighting	Student is involved in mutual participation in an incident involving physical violence.	EXCLUSION
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED EXCLUSION
		Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	EXCLUSION
		Occupational Harassment/Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Sexual Harassment	<p>Student engages in behaviour which makes person feel offended, intimidated, humiliated or unsafe behaviour in relation to sexual or gender related matters/content/issues. This could include sexting, grooming, request for naked photographs on-line – including image based abuse e.g.</p> <ul style="list-style-type: none"> use of technology to menace, harass or cause offence involving private sexual material distributing intimate images involving child exploitation material indecent treatment of child under 16 using internet to procure children under 16 to engage in sex act or on-line sexual image sharing grooming children under 16 Indecent means filthy, lewd, improper, wrong, tasteless, obscene, dirty, rude, gross, undignified, vulgar, naughty or suggestive behaviour 	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED EXCLUSION

		Cyberbullying	Student engages in use of technology e.g. social media platform in behaviour that is done for the purpose to make another person feel hurt, upset, scared or embarrassed. This includes flaming, trolling, threats to kill or statements to "go kill yourself" (encouraging suicide), stalking, fraud – tricking someone or creating fake on-line profiles/accounts, use of another person's information/profile/account without consent or for undesirable reasons.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED EXCLUSION
Physical aggression	Student engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression.	Physical aggression	Student engages in actions involving physical contact with other children where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED
		Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	EXCLUSION
		Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	EXCLUSION
		Occupational Violence	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community	EXCLUSION
Plagiarism	Student has signed a person's name without that person's permission, or claims someone else's work as their own.	Plagiarism	Student has signed a person's name or claims someone else's work as their own.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES MONITORING ROOM TO RE-DO ASSESSMENT WITHOUT PLAGARISM AND PENALTY TO OVERALL RESULT SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED

Property misuse	Student engages in misuse of property. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Property misuse	Student engages in misuse of property, which could include but not limited to behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED EXCLUSION
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> AFTER SCHOOL DETENTION LOSS OF PRIVILEGES SATURDAY DETENTION SUSPENSION SCoC DETAILS OTHER STRATEGIES WHICH MAY ALSO BE CONSIDERED EXCLUSION
Substance misconduct involving tobacco and/or other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. NB: Instances can occur on or off school grounds or during or outside school hours.	Substance possession/use involving tobacco and other legal substances	Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.	EXCLUSION
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/ imitations or implements. NB: Instances can occur on or off school grounds or during or outside school hours	Substance supply involving tobacco and other legal substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.	EXCLUSION
		Substance possession involving illegal substances	Student is in possession of or is using illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongos, papers, lighters, matches, pipes, needles, syringes.	EXCLUSION
		Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongos, papers, lighters, matches, pipes, needles, syringes and scales "baggies".	EXCLUSION
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoE attacks, use of key loggers, impersonating staff or other students.	EXCLUSION

Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	EXCLUSION
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	EXCLUSION
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	EXCLUSION
Other	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.	Misbehaviour	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.	EXCLUSION
Other	An offense serious or otherwise for which QPS has been involved.	Criminal Misbehaviour	An offense serious or otherwise for which QPS has been involved.	EXCLUSION