



INGHAM STATE HIGH SCHOOL

Quality Educational Outcomes for All

Student Code of Conduct 2021 – 2023

Every student succeeding

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

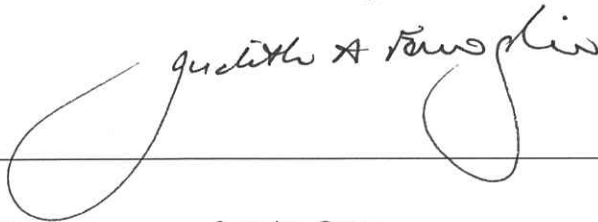
*Queensland Department of Education
State Schools Strategy 2019-2023*

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Purpose

Ingham SHS is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Ingham SHS 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.

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Principal's Foreword

OUR VISION

Ingham SHS believes in **Quality Educational Outcomes for All** students.

OUR VALUES

We strive for excellence, empathy, integrity, loyalty and participation in order to achieve clear quality outcomes within a safe and respectful environment. To achieve these qualities we teach persistence, organisation, resilience, confidence and co-operation (getting along).

OUR PURPOSE

We are an educational community dedicated to providing students with the opportunity to reach their potential and acquire the necessary attributes to be successful contributors in a dynamic global environment. To enable productive learning to occur, we believe individual learning styles and abilities must be catered for, and appropriate behaviours need to be taught, modelled, encouraged and developed.

Ingham State High School has a long and proud tradition of providing high quality education to students from across North Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Ingham State High School is an inclusive school that caters for all students and promotes success through the following behaviour expectations:

- Respect
- Responsibility
- Safety
- Engagement in Learning

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Ingham State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Ingham State High School Student Code of Conduct together over the past months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Ingham State High School Parents and Citizens Association, I am proud to support the introduction of the new Student Code of Conduct. The inclusive, transparent consultation process led by the Principal which ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Ingham State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Ingham State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Ingham State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to join the Ingham State High School P&C Association. It is with parent support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Consultation

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

In the first phase, a series of internal meetings with staff were held where 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, the Student, Parent and staff School Opinion Survey data was interrogated to identify strengths and areas for further development, particularly around school culture and climate. Participants were asked to offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, 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 January 2021, and the finished version, incorporating suggested changes and feedback, was presented at the P&C Association meeting in July 2021 for endorsement. The P&C Association unanimously endorsed the Ingham State High School Student Code of Conduct for full implementation in 2021.

Review Statement

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

Learning and Behaviour Statement

To enable productive learning to occur at Ingham SHS, we believe individual learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed.

INGHAM STATE HIGH SCHOOL BELIEVES THAT:

- each student should have the opportunity to realise his/her potential and acquire feelings of self-worth and experience success;
- it pursues and promotes individual excellence through effective teaching, quality learning experiences and inclusive engaging curriculum;
- it has a role assisting students with acquiring the skills necessary to become effective citizens in a changing society;
- it strives to maintain and encourage sound moral and social values acceptable to the community;
- to ensure the provision of quality education outcomes, the school seeks to maintain and promote the professional abilities of all staff. The expertise of staff is valued;
- it aims to operate as a caring and safe environment where students, staff and parents feel valued and welcome;
- it maintains and fosters a commitment to the involvement of all members of the school community.

STUDENT WELLBEING AND SUPPORT NETWORK

Ingham SHS uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

TIER 1 – WHOLE SCHOOL POSITIVE BEHAVIOUR SUPPORT

All students at Ingham SHS receive support for their academic and behavioural development. The focus of this support stems from the implementation of the Habits of Mind / Character Strengths and elements of trauma informed practice. Whole school behaviour support procedures and processes at Ingham SHS apply to all students and staff across all settings and are based on William Glasser's Choice Theory. Our school has developed several strategies to support student behaviour at a whole school level.

As approximately 90% of all students at Ingham SHS display appropriate school behaviours most of the time, whole of school measures assist students to consistently maintain appropriate behaviour.

Ingham SHS's whole of school behaviour support strategies include having:

- a clearly stated, positive purpose
- a set of positively stated Rights and Responsibilities;
- a set of clearly stated school expectations;
- shared development of individual classroom expectations;
- *Working it Out* procedures;
- active engagement by students, staff and parents;
- a set of school values (Habits of Mind / Character Strengths) used to teach school-wide expectations;
- a whole school approach to social and emotional learning through PYD (Positive Youth Development) program

Focused Year Level Approach to Student Wellbeing

At Ingham SHS we have initiated a focused Year level approach to account for individual student needs while developing relationships with a consistent range of staff. A Year Level Coordinator (YLCO) and Year Level Head of Department (YLHOD) work in collaboration to oversee year levels allowing them and their Year Level team of teachers to build relationships, uphold school policy and procedures and monitor engagement and student wellbeing.

This focussed year level approach aims to support:

- teaching students' about behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms 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

Positive Youth Development Programs

At Ingham SHS, a range of programs are implemented across all year levels with a strong focus on self-regulation, choice of behaviour, building positive relationships, anti-bullying/harassment/violence and child protection. These programs are supported by Year level teams who integrate and implement the teaching of strategies that promote responsible behaviour, replacement behaviours for problem behaviours and strategies for maintaining positive wellbeing. These messages are delivered in weekly wellbeing lessons and assemblies during the week as well as camps and excursions. These programs support our school ethos in relation to Choice Theory and Habits of Mind.

Ingham SHS through the PYD (Positive Youth Development) program aims to educate students about the habits of mind and character strengths that build the core values of resilience, confidence, persistence, self-regulation, empathy and wisdom. These core skills are also Ingham SHS's values to which our students strive to develop and utilise. Together Ingham SHS's expectations and values provide an academic and social framework to guide students' behaviour.

Engaging Curriculum and Effective Teaching

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching with support for student wellbeing are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- access to relevant professional development in relation to inclusive classroom curriculum provision and behaviour management techniques and practices;
- development and support for the setting and maintenance of individual classroom expectations and behaviour strategies which range from least intrusive to more intrusive;
- development and support for the monitoring of student wellbeing and providing a safe, supportive inclusive classroom environment;
- access to support from Heads of Department, Student Services Team (including Guidance Officer) and administration as well as a structured Behaviour Management Process;
- open and informed communication from all members of school community.

Positive Reinforcement

Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Ingham SHS, we endeavour to focus on reinforcing positive behaviours by celebrating success through year level meetings and awards, full school assemblies, and in the classroom through positive postcards and parental contact.

TIER 2 TARGETED INSTRUCTION AND SUPPORT

Ingham SHS provides targeted instruction and supports that are more intense than Tier 1 services for **some students**, 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.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on responsible, appropriate behaviours or aspects of the PYD Wellbeing program. The types of interventions offered at this level will vary according to the needs of the students, but include:

- Time spent establishing expected appropriate behaviours
- Providing the student an opportunity to learn about / practice replacement behaviours for the inappropriate behaviour(s)
- Access to appropriate support services that will enable the learning of replacement behaviours eg Year level HOD / Year level Coord, Student Services Team
- The use of restorative conversations where appropriate

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 will occur to address the basic implementation and quality of instruction occurring in Tier 1.

TIER 3 INDIVIDUALISED INTERVENTION

When Tier 1 and 2 supports have not resulted in behaviours that are appropriate for our school environment then Tier 3 provides individualised services for these **few students**. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. In this Tier it may be determined that a case management of the student (s) may be appropriate to provide ongoing intensive behaviour support.

Where students are identified as requiring *Case Management* due to risk of not completing their education through inappropriate behaviour, intensive behaviour support will be provided through:

- relevant year level staff and the school's Student Services Team and individual teachers;
- case management meetings;
- collection of data through observations and OneSchool incident reports which may lead to a Functional Behaviour Assessment;
- the development of classroom based strategies, individual behaviour support plans and management processes through consultation and discussion with stakeholders;
- parent involvement;
- modification of curriculum to suit the individual needs of the student where necessary in order to assist engagement with learning;
- involvement of external agencies and specialist staff in consultation with parents where necessary.

Tier 3 supports are based on the underlying reasons for a student's behaviour and may include the development of an individualised **behaviour support plan**. This **behaviour support plan** will 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 inappropriate behaviour.

At Tier 3 a **Functional Behaviour Assessment (FBA)** may occur in consultation with professional services including the school guidance officer and external support agencies to identifies specific target behaviour, the purpose of the behaviour, and what factors maintain the behaviour that is interfering with the student's educational progress.

Tier 3 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.

If the school data indicates that more than 2-5% of the student population requires individualised services at Tier 3, a review of Tier 1 and Tier 2 supports and organisation will occur.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Ingham SHS consider 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. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

STUDENT WELLBEING

Ingham SHS offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Year level HOD or Year level coordinator if they would like individual advice about accessing 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's curriculum at Ingham SHS, we provide age-appropriate teaching on several key social issues including drugs and alcohol, relationship building and conflict resolution, sexual relationships and career education.

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 in certain circumstances.

Drug education and intervention

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

Specialised health needs

Ingham SHS works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

Medications

Ingham SHS requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school office can provide further information and relevant forms.

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

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

Mental health

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

Suicide prevention

Ingham SHS staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer 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, Ingham SHS staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Ingham SHS 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, Ingham SHS staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

STUDENT SUPPORT NETWORK

Ingham SHS is proud to have a comprehensive Student Support Services program 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 Ingham SHS to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school office on 47971333.

ROLE	WHAT THEY DO
HOD Student Wellbeing	<ul style="list-style-type: none"> • leadership of the Student Services Team to monitor and support student wellbeing and maintain an inclusive, positive school culture • monitor student attendance and reasons for reporting to the Learning and Wellbeing Hub to identify areas of additional need • leadership of PYD program to promote and maintain positive student wellbeing • leadership of staff Year level teams that support student wellbeing and monitor attendance, behaviour and engagement • organisation of activities and programs that promote student wellbeing
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ◦ healthy eating and exercise ◦ relationships ◦ personal and family problems ◦ feeling sad, worried and angry ◦ sexual health • smoking, alcohol and other drugs.
Community Education Counsellor	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Wellbeing Officer	<ul style="list-style-type: none"> • work with the wellbeing team to enhance student wellbeing and school community engagement. • deliver and implement proactive and reactive interventions and wellbeing programs to students. • support and respond to emotional/social issues that impact the safety and wellbeing of students. • equip students with skills and knowledge that support learning, positive behaviour and constructive social relationships. • build capacity of staff to support at risk students. • Collaborate with the Guidance Officer to ensure students are able to access external support services.
School Chaplain	<ul style="list-style-type: none"> • provide social, emotional and spiritual support definitions to students, parents and staff. • Provide a role model for students and assist in the development of supportive relationships among students.

Year Coordinators	<ul style="list-style-type: none">• responsible for student welfare at each year level• provides continuity of contact for students and their families through the six years of schooling• monitors student attendance data, arranges intervention strategies for students• 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.
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It is also important for students and parents to understand there are regional and statewide 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. For more information about these services and their roles, please speak with a Deputy Principal by contacting the school office on 47971333.

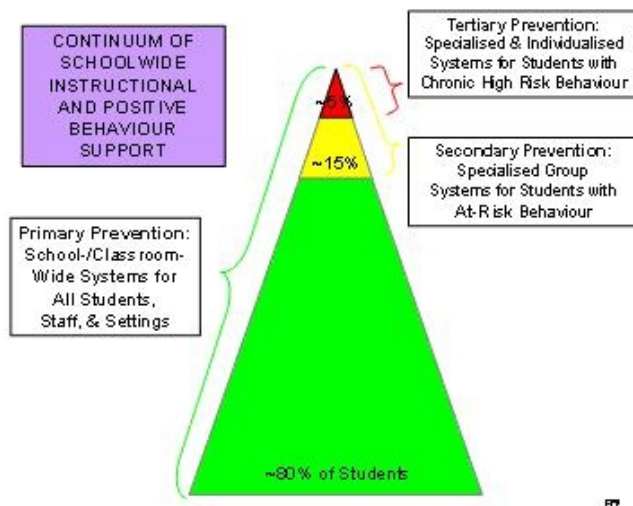
Whole School Approach to Discipline

PHILOSOPHICAL APPROACH OF INGHAM STATE HIGH SCHOOL:

- Students and staff have the right to work to potential, free from disruption, abuse or threat.
- Positive human relationships between teachers and students and a positive classroom environment are essential for good order and discipline, and for effective teaching.
- Clear expectations of high standards of behaviour are highlighted by school and classroom rules. Consistent application of the rules, and the consequence of breaking any rule, is required. Behaviour management involves a planned continuum of positive to preventative actions for all students. Suspension and exclusion procedures are only considered when all other approaches have been exhausted or rejected or where behaviour is of an extremely serious nature.
- Classroom rules and expectations need to be taught and revisited on a regular basis so that students and teachers are constantly aware of responsibilities.
- The rights, responsibilities and rules of the school and the procedures for dealing with misbehaviour and subject related problem situations are managed dealt with through the school's programs. The promotion of self-esteem, a common language of choice, and aspects of behaviour in the school such as bullying, aggression and vandalism also form part of our social and emotional learning programs.
- Students reach their academic, sporting and personal potential when they are resilient, confident, organised, persistent and get along with others. These values form the core belief system at Ingham SHS and are embedded into the school culture and learning experiences.
- Non-violent, non-threatening and non-discriminatory practices and language are to be modelled and reinforced by all members of the school community.
- Individuals must accept responsibility for their own behaviour and for correcting their misbehaviour. Help is available from teachers and support staff to assist students if they are unable to modify inappropriate behaviour themselves.

UNIVERSAL BEHAVIOUR SUPPORT

Whole school behaviour support procedures and processes at Ingham SHS apply to all students and staff across all settings. Our school has developed a number of strategies to support student behaviour at a whole school level.



As approximately 90% of all students at Ingham SHS display appropriate school behaviours most of the time, whole of school measures assist students to consistently maintain appropriate behaviour.

Ingham SHS's whole school behaviour support strategies include having:

- a clearly stated, positive purpose as outlined in the Student Code of Conduct;
- a set of positively stated Rights and Responsibilities;
- a set of clearly stated student behaviour expectations;
- shared development of individual classroom expectations;
- Working it Out procedures;
- active engagement by students, staff and parents;
- a set of school values used to teach school-wide expectations;
- a whole school approach to social and emotional learning through the PYD program

CLEARLY STATED EXPECTATIONS

At Ingham SHS we believe that clear school expectations that are known to the school community assist in facilitating positive behaviour. Ingham SHS's school expectations are:

- Safety
- Respect
- Responsibility
- Engagement in Learning

Student Behaviour Expectations Matrix

	Safety	Respectful	Responsible	Engagement in Learning
All Settings	<ul style="list-style-type: none"> Follow the instructions of staff. Only make appropriate physical contact with other students and staff. Report hazards, accidents and damage to equipment and facilities to staff. Use tools, chemicals, equipment, facilities and machinery correctly and only as directed by staff. Do not bring prohibited items to school. 	<ul style="list-style-type: none"> Follow the instructions of staff. Use a respectful tone of voice, language and actions when communicating with and about others. Respect individual differences. . Treat other people's possessions, school equipment, facilities and machinery with respect and keep them free from damage. 	<ul style="list-style-type: none"> Wear the correct school uniform. Follow school policies and procedures. Take responsibility for actions and accept consequences. Behave appropriately in the community when wearing school uniform. 	<ul style="list-style-type: none"> Attend school Arrive to school on time. Participate in my school community. Be a positive role model. Get a drink and go to the toilet outside of class time.
Learning Areas	<ul style="list-style-type: none"> Wear personal protection equipment and clothing correctly and only as directed by staff. 	<ul style="list-style-type: none"> Respect the teacher's right to teach. Respect students' right to learn. Leave my area tidy and put rubbish in the bin. 	<ul style="list-style-type: none"> Arrive to class on time. Be prepared for learning with all the necessary equipment and my device fully charged. 	<ul style="list-style-type: none"> Participate positively and apply effort. Ask questions when required Manage time effectively to complete and submit work by the due date. Take ownership of academic progress
Play Ground	<ul style="list-style-type: none"> Practise sun safety. Wait in the tuckshop line in a calm manner. Play ball games in designated areas and only contact games with teacher permission. 	<ul style="list-style-type: none"> I include others in activities in a positive way. I share areas with others. I leave areas tidy and put rubbish in the bin. I act with good sportsmanship. 	<ul style="list-style-type: none"> I follow the rules and play fairly in all sports and games. Stay in approved areas. I do not loiter in 'out of bounds' areas. 	
Excursion	<ul style="list-style-type: none"> Stay with the school group Follow the rules and regulations of activities and the venue. 	<ul style="list-style-type: none"> Follow the instructions of the excursion facilitators Acknowledge the effort of those facilitating the excursion 	<ul style="list-style-type: none"> Submit permission forms and payments Be prepared with all equipment to participate in the excursion 	<ul style="list-style-type: none"> Participate in planned activities

Transport	<ul style="list-style-type: none"> • Wait for and board the bus in a calm manner. • Walk my bike/scooter/skate board into and out of school grounds. • Pay attention to road traffic and follow road rules 	<ul style="list-style-type: none"> • Speak and act respectfully when using transport 	<ul style="list-style-type: none"> • Store personal transportation vehicles in appropriate areas 	
Technology	<ul style="list-style-type: none"> • Keep personal electronic devices in a safe location. • Keep username and password confidential. • I only use my own username and password. • Practise cyber safety. 	<ul style="list-style-type: none"> • Do not take or share recordings of staff or students including photographs, video and audio recordings unless instructed by a staff member • Respect staff and students' privacy online. • Do not engage social media whilst at school. 	<ul style="list-style-type: none"> • Be responsible for any technology brought to school. • Use all ICT equipment appropriately and as instructed. • Report any broken or damaged equipment to staff. • Report online bullying. 	<ul style="list-style-type: none"> • Have a positive presence online. • Aim to improve my digital skills.

DIFFERENTIATED AND EXPLICIT TEACHING FOR STUDENT SUCCESS

Ingham SHS 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 Ingham 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 through the use of OneSchool Dashboard 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 five proactive strategies that are used to develop students in this tier of the school's approach to behaviour support. These were detailed on in the previous section:

- **Focused Year Level Approach to Student Wellbeing**
- **Positive Youth Development Programs**
- **Engaging Curriculum and Effective Teaching**
- **Positive Reinforcement**
- **Classroom Support**

FOCUSED TEACHING – TARGETED INSTRUCTION AND SUPPORT

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team-based and develops strategies that prevent or minimise the occurrence. Staff involved in this process may be:

- Classroom teachers;
- Year Co-ordinators;
- Heads of Departments;
- Student Support Team.

This may be done by gathering data through classroom observations, collating OneSchool information and devising appropriate strategies and support plans. Where targeted or individual support occurs in the classroom setting, this support is in alignment with the whole school positive behaviour support approach and procedures.

Buddy Teachers

Teachers at Ingham State High are required to have organised Buddy Teachers for their classes to ensure that constructive learning can continue if individual students make adverse choices in regards to their behaviour.

Buddy Classes should be from a different age group (potentially two years separate) so that disruption is minimal to the class the student has entered. While the student is in the Buddy Class the student **is to be provided work** or a 'Working it Out' form to complete so that the matter can be resolved as soon as possible. The 'Buddy Teacher' is to remind the student of their responsibility to see their teacher to 'Work it Out' so that they can re-enter the class.

If a student displays behaviour that is not in line with the four school rules in the buddy class the Buddy Teacher will contact the general office to arrange removal by a Year Level Head of Department.

Lunch Time Withdrawal

The classroom should be a place of learning for all. While individual students will receive support to act responsibly with due regard to the rights of others, there will be times when students may be required to *Work Out* a problem before they return to the class room. The Lunch Time Withdrawal process is used if a student is consistently disruptive during lessons, needs to *Work Out* an issue or problem of behaviour or has exhibited behaviours which require additional support and individual attention from members of the Leadership team.

The Withdrawal process is not a punishment, rather an opportunity for students to reflect and develop a responsible behaviour and/or learning plan that will enable them to return to their classroom or the grounds.

Working it Out

Students who have exhibited behaviours which have caused classroom disruption or have caused them to be removed from the classroom or grounds will be required to '*Work it Out*' with their teacher and/or the Year Level HOD or Coordinator. The intention is that, collaboratively, a plan is developed to ensure that the student is able to function as a member of the classroom or school community. '*Working it Out*' is a key strategy for developing student self-responsibility for behaviour.

INTENSIVE TEACHING – INDIVIDUALISED INTERVENTION

For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support to assist them to continue their learning.

Where students are identified as requiring *Case Management* due to risk of not completing their education through inappropriate behaviour, intensive behaviour support will be provided through:

- school's Student Services Team and relevant year level staff and individual teachers;
- case management meetings;
- collection of data through observations, Student Performance Review and OneSchool behaviour reports which may lead to a Functional Behaviour Assessment;
- the development of classroom-based strategies, individual behaviour support plans and management processes through consultation and discussion with stakeholders;
- parent involvement in most processes;
- modification of curriculum to suit the individual needs of the student where necessary, in order to assist engagement with learning;
- involvement of external agencies and specialist staff in consultation with parents, where necessary.

DISCIPLINARY CONSEQUENCES

Ingham State High School believes that students need to understand that there are always consequences for both positive and unacceptable behaviour.

The Ingham SHS mantra for students is “I choose my behaviour, therefore I accept its consequences”

LEVELS OF CONSEQUENCES IN THE BEHAVIOUR PROCESS - TEACHING AND LEARNING

LEVEL 1 IN CLASS

The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships. Being proactive is the key at this stage.

- **Phone calls** will be used to notify parents of problems with behaviour and/or to reinforce good behaviour. Contact must be recorded on OneSchool.
- Teachers use all their available skills to deal with classroom problems paying particular attention to the **Effective Skills for Classroom Management (ESCM)**. This should be the focus area for dealing with behavioural issues.
- **Teachers should employ choice theory** questions to re-direct inappropriate behaviour.

These conversations may sound like:

- *Remember you have choices?*
- *You are able to do this.....*
- *Provide options such as “You can stay in this seat and listen to my instructions OR you can move to the front of the room”*
- *What is your choice/decision ?*
- *I remind you that your choice has a consequence.*

LEVEL 2 BUDDY TEACHER

Where student behaviour in the classroom is such to require removal from the situation to enhance the learning of others or to ensure that the situation does not escalate, a buddy system is required.

The steps involved in Level 2 are as follows:

1. The **student(s) should be given a choice** of remaining in the room. They are asked to comply with expectations or, if not, be sent to another teacher who has agreed to assist (*Buddy Teacher*)
2. **Students** must be provided work to take with them and/or a ‘Working it Out’ form to complete while with the Buddy Teacher
3. **Students must ‘Work it Out’ with the classroom teacher** before returning to the next lesson or within two school days. A ‘Working it Out’ form is not mandatory but a conversation between student and teacher must occur.
4. **Teacher** must log a OneSchool behaviour report and contact the parent to inform of the situation
 - The OneSchool report **must provide ‘Referral’ to Year Level HOD (YLHOD)** advising them of the situation
5. If the student attempts to re-enter the class before the ‘Work it Out’ process has been completed they are to be sent to buddy teacher again and moved to LTW (Level 3)

LEVEL 3 LUNCH TIME WITHDRAWAL (LTW)

The student has failed to complete the 'Working it Out' process before the next lesson of that class and they will be sent to the Buddy Teacher as a consequence for their choice and begin the LTW process.

Steps to follow in Level 3 are below:

1. The teacher must complete a Oneschool report highlighting the lack of progress to 'Work it Out' with a **'Referral'** to the YLHOD and YCO.
2. The YLHOD will place the student into the LTW process informing the student that they will be required at a lunch break to engage with the 'Working it Out' process with them.
3. The YLHOD will contact parent/guardian to advise them of the situation and log the contact in OneSchool. They will also advise the teacher of the progress in the process.
4. The student is to complete the 'Working it Out' form and the YL HOD is to counsel student regarding re-entry. If a student fails to attend the LTW, the YL HOD is follow up with the student.
5. The YLHOD to liaise a meeting with teacher and student (and YLHOD when requested by teacher) to allow re-entry to the classroom
6. When the student returns to class the teacher monitors the student's progress informing the YLHOD if required. Counselling support may be provided through the Year Level Coordinator/HOD, Year Level Deputy, Student Services Team.
7. Students have two days to remain in LTW to complete the *Working it Out* process.
8. The YLHOD then will conduct 'A Performance Review' on the student and action considering the information gathered.

LEVEL 4 - Major Incident - HOLD

The student has failed to complete the processes provided in Level 3 and because of their behaviour choices will be sent to the appropriate Deputy Principal.

Steps to follow in Level 4 are below:

1. The YLHOD will refer the student via a OneSchool report to the appropriate year level Deputy Principal
2. The Deputy Principal will advise the parents of the situation.
3. The Deputy Principal will hold the student for up to one full day in order to Work It Out.
4. The *Work It Out* process will include the Deputy Principal, the relevant teacher where possible/appropriate and may include the Year Level HOD and the Student Welfare Team.
5. A *Working It Out* contract, satisfactory to the teacher, student and Deputy Principal must be reached in order for the student to exit Hold. Students who require help to *Work It Out* will be given assistance from appropriate staff (Student Welfare Team).
6. The student's behaviour may be monitored on return to class, (for class related incidents), with a "Behaviour Monitoring Book". Teachers will be informed of any special requirements on exit from HOLD.
7. OneSchool documentation will be recorded by Deputy Principal and relevant staff notified of outcomes.

LEVEL 5 - Major Incident - WITHDRAWAL

The student has refused to 'Work It Out' or their misbehaviour is deemed to be of a major nature and therefore may be placed in WITHDRAWAL.

Possible steps in this process include:

1. Students can be placed in Withdrawal by the Principal or Deputy Principal in order to continue the Case Management Process thereby allowing more time for alternative plans, access to student support team, behaviour support plans, strategies, programs, risk assessments, referrals to external agencies, safety plans to be developed and implemented.
2. Counselling involving a member of the Student Welfare Team or an outside agency will be provided if required. Parents are to be advised during this process.
3. A written Work it Out agreement satisfactory to student, teacher, Executive Leadership Team and parents is required before the student leaves Withdrawal.
4. The student's behaviour **will** be monitored on return to class, (for class-related incidents), with a 'Behaviour Monitoring Book' on exit from Withdrawal.
5. Teachers will be informed of any special requirements. The Executive Leadership Team record documentation on OneSchool and notify relevant staff of outcome.

LEVEL 6 - Major Incident - SUSPENSION – SCHOOL DISCIPLINARY ABSENCES

SUSPENSION OF 1 to 10 DAYS

1. The Deputy Principal(s) or Principal will involve the parents for suspensions up to ten days.
2. Suspensions letters detailing the incident and process moving forward will be emailed home.
3. All reasonable steps will be taken to provide students with work to complete at home.
4. On returning from suspension, students will be required to have a re-entry interview, involving the parents and relevant staff.
5. Where appropriate a plan will be developed to support the student (see Intensive Behaviour Support). This may involve the student being in Withdrawal until the agreement is reached.
6. Any special conditions apart from following the rules of the school should be made known to staff.

SUSPENSIONS OF 11 TO 20 DAYS

1. It is at the Principal's discretion as to when to use this level of suspension.
2. Parents and students will be notified of the decision and of their rights in relation to work and appeal.
3. Students on suspension of greater than 5 days will be assigned a Case Manager to provide them with an education program including work provided through school that will be appropriately monitored. The program may also include any of the following:
 - programs on conflict resolution and interpersonal skills;
 - referrals for consultation with specialists;
 - counselling and guidance with support personnel;
 - methods of assuring that students on suspension realise the consequences of their behaviour, eg Community Accountability Conferencing or some other method.
4. On returning from suspension, students will be required to have a re-entry interview involving the parents and relevant staff.

5. Where appropriate, a plan will be developed to support the student (see Intensive Behaviour Support).
6. Any special conditions apart from following the rules of the school should be made known to staff. The student's behaviour will be monitored on return.
7. Any student who is suspended twice will be on a Discipline Improvement Plan recorded on OneSchool.

LEVEL 7 - Major Incident - EXCLUSION / CANCELLATION OF ENROLMENT

1. If a student's behaviour has reached such a serious level that suspension is inadequate to deal with the behaviour, then the school will pursue, through the Principal, a suspension with the view to the exclusion of the student from the school.
2. A *Behaviour Improvement Condition* may be set as an alternative to suspension and a Case Manager designated.
3. In the case of post-compulsory students, the Principal may initiate procedures for a cancellation of enrolment. Each will be pursued as per the processes outlined in the *Education (General Provisions) Amendment Act 2006*.

Behaviour Management Flowchart

LEVEL 1: IN CLASS

- In class incidents resolved.
- Optional OneSchool reports
- Parental contact must be logged

Implement ISHS Corrective Strategies (pg 28)
(Essential Skills for Classroom Management)

- Least intrusive first
- Use choice theory
- Student choice, give options

LEVEL 2: BUDDY TEACHER

- Behaviour requires student exit to Buddy Teacher
- Student responsible for meeting with teacher for 'Working It Out' before next lesson (within no more than two days)
- Teacher must log OneSchool incident report with 'Referral' to **Year Level HOD**
- Teacher must contact Parent and log contact in OneSchool

LEVEL 3: LUNCH TIME WITHDRAWAL (LTW)

- If 'Working It Out' is incomplete at Level 2
- Referral to **Year Level HOD** – HOD places student in LTW
- **Year Level HOD** contacts parent/guardian and logs contact in OneSchool
- **Year Level HOD** organises 'Working it Out' meeting with teacher and student
- Performance review conducted by **Year Level HOD / Year Co** – Optional based on circumstances

LEVEL 4: HOLD - DP / PRINCIPAL

- If Level 3 process is incomplete
- Student placed in HOLD by **DP / Principal** for up to one day
- Written agreement between student, teacher and Executive Leadership
- Behaviour Monitoring Pink Book is issued – Optional based on circumstances

LEVEL 5: WITHDRAWAL – DP / PRINCIPAL

- Behaviour requires total withdrawal 1 to 2 days
- Written agreement involving Student, **DP, GO, Year Level HOD and Parents**
- Behaviour Monitoring Pink Book is issued – Optional based on circumstances

LEVEL 6: SUSPENSION 1–20 DAYS

- Unacceptable behaviour such as to require suspension
- Involvement of **Principal, DP** and other support agencies
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Re-entry plan developed
- Discipline Improvement Plan developed by **DP** – Optional based on circumstances

LEVEL 7: EXCLUSION / CANCELLATION OF ENROLMENT

- Behaviour such as to require extreme circumstances

GROUPS INCIDENT

PGD MANAGED BEHAVIOUR

- Duty teacher managed
- Rubbish duty
- Natural consequence

MINOR INCIDENT:

- OneSchool report
- Referral YLHOD

MAJOR INCIDENT:

- Students removed to office
- OneSchool report
- Referral to Deputy
- Advice to YLHOD/YLCO

Behaviour Category and Related Consequences

Minor unacceptable behaviour is handled by staff members at the time it happens and as soon as is practicable.

Repeated minor behaviour is initially handled by the staff member in collaboration with the relevant HOD to facilitate a face to face intervention and a consequence for the behaviour.

Behaviour Category	Examples of Minor Behaviours	Possible Consequence
Bullying/Harassment	- Low level, bullying, harassment or irritation of another student or staff member in person	Teacher initiated actions may include: <ul style="list-style-type: none"> ○ Use of corrective strategies ○ Reminder of classroom/ school rules/ expectations ○ Use of Choice questions eg: <ul style="list-style-type: none"> - <i>What are you doing</i> - <i>What should you be doing</i> - <i>Is there a better choice you can make</i> ○ Verbal negotiation ○ In-class separation or isolation ○ Extra completion time during lunch or after school ○ Written/ verbal apology ○ Confiscate items causing disruption ○ Lunch time detention ○ Restorative intervention ○ School Community Service ○ Send student to buddy class ○ Work It Out process ○ Performance Review ○ Referral to Year Level HOD ○ Advice to Year Level Coordinator ○ Refer to Learning and Wellbeing HUB ○ Phone parents/carer and record in OneSchool contacts
Defiant/threats to adults	- Low level failure to respond to adult instructions - Low level threats towards staff	
Disruptive	- Low intensity but inappropriate disruption	
Dress Code	- Deliberately breaching the ISHS Dress Code approved by the P&C, including clothing, jewellery and make up	
IT misconduct	- Inappropriate use of computer, laptop, iPad, phone, camera, music player	
Late	- Arrival at class after the second bell has sounded - Loitering between classes	
Lying/cheating	- Academic: Submitting work that is not your own - Integrity: Telling lies to avoid consequences or ownership of actions	
Misconduct involving object	- Non threatening or inappropriate use of an object eg throwing rocks, littering, chewing gum	
Non compliant with routine	- Failure to attend detention - Being in 'out of bounds' area - Not bringing necessary equipment/materials - Refusing a reasonable request	
Physical misconduct	- Low intensity, but inappropriate physical contact	
Prohibited item	- Items prohibited by State Law and any potentially dangerous items banned at Ingham SHS: - Aerosol deodorant or paint cans, Chewing/bubble gum, Liquid paper, permanent markers, steel rule	
Property misconduct	- Theft of school or personal property	
Refusal to participate in program of instruction	- Passive refusal to complete work - Failure to complete tasks on time eg drafts, assignments, classwork, homework	
Substance misconduct involving illicit substance	- Smoking or possession of cigarettes, tobacco, vape pen, papers, lighters, matches etc - Being in the company of others smoking or vaping	
Threats to others	-	
Truant/skip class	-	
Verbal misconduct	- Low intensity instance of inappropriate language used without aggression or malice. - Name calling and putdowns	

INGHAM STATE HIGH SCHOOL

Major unacceptable behaviour are actions that significantly violate the rights of others, cause harm or put others at risk, or are prejudicial to the good order of the school.

These behaviours may occur at school, at a school sanctioned event, travelling to and from school or whilst in school uniform or when identifiable as an Ingham SHS student.

Major unacceptable behaviours are referred to the most appropriate member of the Leadership Team ie: Head of Department, Deputy Principal or Guidance Officer.

Behaviour Category	Examples of Major Behaviours	Possible Consequence
Bullying/Harassment	- Harassment of a student or staff member in person or cyber bullying via a carrier device	<p>Heads of Department will initiate actions which may include but not limited to:</p> <ul style="list-style-type: none"> Restorative meeting between teacher, aggrieved party and student. May include coordinator Student Support Plan developed/reviewed Recess or after school detentions <i>Work It Out</i> process Loss of privileges School community service Meeting with parents/carer Student agreements/contracts Referral to Guidance Officer, Deputy Principal/Principal Phone parents/carer and record in OneSchool contacts
Disruptive	- Persistent, deliberate classroom disruption requiring a buddy class referral	
Dress code	- Persistent non-compliance with Dress Code	
IT misconduct	<ul style="list-style-type: none"> Filming, uploading or sending inappropriate behaviours to the internet, social media or other persons Repeated use of social media to cause harm, disrepute or disruption to others or the school Possession, viewing or sharing of pornographic or inappropriate material 	
Late	- Persistent failure to arrive at class before the second bell has sounded	
Lying/cheating	- Defrauding, entrapping, avoidance by use of dishonesty, misleading or an act of omission	
Misconduct involving object	- Failure to use equipment in a safe manner	
Non compliant with routine	- Repeated failure to attend detention or follow expectations	
Other conduct prejudicial to the good order and management of school	<ul style="list-style-type: none"> Unacceptable moral behaviour, inappropriate intimacy, sexual misconduct, sexual exposure, sexual assaults Behaviour that may bring the school's name into disrepute Behaviour that may cause disorder to individual or group behaviour Inappropriate actions whilst at school, outside of school or travelling to and from school 	
Physical misconduct	- Fighting: punching, kicking, hitting, slapping, tackling, throwing objects with intent to cause physical harm to others	
Possess prohibited item	<ul style="list-style-type: none"> In possession of or supply of alcohol, illicit drugs, cigarettes, vape pen or associated items In possession a knife, blade or any other object considered 'dangerous' that may be used to inflict harm or scare others 	<p>Principal and Deputy Principals may consult to determine the most appropriate course of action which may include any of the following:</p> <p>This list is not exhaustive and one or more consequences may be applied:</p> <ul style="list-style-type: none"> Parents/carer contacted Loss of privileges After school detention Weekend detention Meeting with parents/carer Administration interview <i>Work It Out</i> process Monitoring Program Isolation (Hold/Withdrawal) in Administration Recess or after school detention Restorative Justice Student Support Plan developed/reviewed Negotiated program Referral to Guidance Officer Referral to school support staff (SBYHN/ YSC/Chaplain, CEC) Referral to external agencies (Instep, Evolve, CYMHS, HCSC) Alternative program 1 - 10 day suspension 11 - 20 day suspension 20 day suspension pending exclusion Cancellation of enrolment Case Manager appointed Police notified Behaviour Improvement Condition
Property misconduct	<ul style="list-style-type: none"> Wilful damage of property Theft – stealing or taking without permission property that belongs to another person or the school 	
Refusal to participate in program of instruction	- Persistent refusal to bring necessary equipment or complete tasks	
Substance misconduct involving illicit substance	- Possession, use or supply of illegal substances	
Third minor referral	- Repeated refusal to adhere to documented support programs, interventions and instructions to improve behaviour	
Threats to others	- Making threats of violence, death or illegal act towards another person, either verbally or via electronic means	
Truant/skip class	<ul style="list-style-type: none"> Leaving school grounds without permission Not following sign in / sign out process 	

Verbal misconduct	<ul style="list-style-type: none">- Swearing or using aggressive language towards staff- Using language towards staff that carries the intent of swearing eg 'truck you miss'	
Other	<ul style="list-style-type: none">- Behaviour which contravenes the Student Code of Conduct or brings the school's good name into disrepute- Inappropriate behaviour whilst in school uniform or identifiable as an Ingham SHS student whether at school or outside of school- Sexually oriented activity on school grounds or at a school sanctioned event- Trespassing on school grounds	



INGHAM STATE HIGH SCHOOL

Essential Skills for Classroom Management



Queensland Government

TRY FIRST



- Tactical Ignoring
- Selective Attending
- Proximity
- Body Language Encouraging
- Waiting and Scanning
- Pause in Talk
- Cueing
- Descriptive Encouraging
- Non-Verbal Redirection
- Distraction / Diversion
- Non-Verbal Directional Action
- Oral Directional Phrase
- Curriculum Redirection
- Calling Students Name
- Questioning to Re-Direct
- Individual Close Talk
- Verbal Redirection - Directive Question
- Verbal Redirection - Directive Statement
- Give Choices (Incorporating Consequences)
- State Logical Consequence
- Follow Through - Enforce Consequences
- Move Student in Room
- Move Student to Reflection / Time-Out Area
- Remove Student from Classroom
- Have Third Party Remove Student from Classroom
- Remove Rest of Class from Room
- Physical Restraint

TRY LAST

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 Ingham SHS, 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 Ingham SHS, and their parents/carer may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or caregiver, 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 punishment 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.

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 delegates attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- Welcome back to school / Check on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (eg. Student Services Team)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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 or Community Education Counsellor, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Ingham SHS 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:

- [Use of mobile phones and other devices by students](#)
- [Temporary removal of student property](#)
- [Appropriate use of social media](#)
- [Computer use policy](#)
- [Drug policy](#)
- [Public display of affection policy](#)
- [Dress code](#)
- Preventing and responding to bullying

USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS - POLICY

Ingham SHS acknowledges that many students who attend our school own, or have access to mobile phones or other electronic multimedia devices, such as phones, iPads and tablets. In light of 21st Century Learning priorities these devices may be a valuable learning aide if used in context in the classroom for educational purposes when permission has been granted.

Mobile phones and electronic multimedia devices may be permitted at school and in classrooms under the direct instruction of staff when they are used in an educational context to serve a specific purpose. Staff will determine if a learning experience warrants the use of one of these devices. Mobile phones and electronic multimedia devices are not permitted to be used or be visible before school or during break times.

Headphones and earbuds are not required in classrooms unless the curriculum requires students to individually listen to subject specific content as directed by the classroom teacher. Students are not permitted to wear headphones or earbuds when moving around the school as they may lose situational awareness and compromise the health and safety of themselves and others.

The following guidelines will apply to students in relation to the use of mobile phones and electronic multimedia devices, unless otherwise negotiated:

- Students who require use of a personal assistive technology device may negotiate a special circumstances arrangement with the Principal/Deputy Principal to allow the student to use the device as necessary eg. blood glucose monitoring
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile device (IF given special consideration to use a device)
- Mobile devices should not be used in any manner or place that is disruptive to the normal routine of the school (IF given special permission to use a device).
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Appropriate disciplinary action, in accordance with the Ingham SHS Student Code of Conduct, will be taken against any student who photographs or films other individuals without their consent, or who sends harassing or threatening messages or images.
- Disciplinary action will be taken against any student/s who is/are using a mobile device without permission in an exam or assessment.

No liability will be accepted by Ingham SHS in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the school's negligence.

Consequences for students who do not follow the Use of Mobile Phones and Other Devices Policy will be managed as below:

First Offence	Student is instructed to surrender the device to the administration office and it can be collected at the end of the day after speaking with the Deputy Principal/Principal
Second Offence	Student is instructed to surrender the device to the administration office where it will be held until a parent/caregiver is able to collect it, after discussion with the Deputy Principal/Principal
Third Offence	Student is instructed to surrender the device to the administration office where it will be held until a parent/caregiver is able to collect it, after discussion with the Deputy Principal/Principal
Recidivist Offenders	Further offences will be treated as wilful disobedience and the device will remain in the office for collection by the parent/caregiver after discussion with the Deputy Principal/Principal to determine appropriate disciplinary action in accordance with the Ingham SHS Student Code of Conduct.

TEMPORARY REMOVAL OF STUDENT PROPERTY - POLICY

A number of items are not allowed to be brought to, or used at Ingham SHS as they may :

- Be illegal,
- Put at risk the safety or wellbeing of other students or staff,
- Do not preserve a caring, safe, supportive or productive learning environment or
- Not maintain and foster mutual respect

Ingham SHS staff have the right to instruct the student to surrender the property to the administration office for safe keeping.

Staff have the right to remove an item from a student if they deem that item places others at harm eg. knife or sharp object

The following items are prohibited at Ingham State High School:

- Items prohibited by State Law (eg drugs, alcohol, cigarettes, pornographic material etc.), and any potentially dangerous items,
- Jewellery or clothing outside the Ingham SHS Dress Code requirements,
- Aerosol/spray cans (deodorant, spray paint, etc),
- Cigarette lighters and matches,
- Chewing/bubble gum,
- Liquid paper,
- Permanent markers
- Steel rules
- Knives
- Glow sticks

Consent is not required for staff to search school property that are supplied to the student through the Student Resource Scheme.

Staff are not permitted to search student property unless they have the consent of the student or their parent/carer.

Where there is suspicion that a student has a prohibited item in their school bag, the School Executive Leadership Team, with consent from the student or parent/carer can open, examine or otherwise deal with the student property.

Where there is suspicion that the student has a dangerous item in their school bag, staff will remove the bag immediately from the student prior to seeking search consent or calling the police.

Under no circumstances should the student be permitted to go into the bag themselves.

Where there is suspicion that there is illegal activity on the student's electronic device, staff will remove the device immediately from the student prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to access the electronic device themselves. In circumstances where permission is not granted by the student or parent/carer, staff will remove the student property immediately and call the police.

Under emergency circumstances (medical), staff may need to search a student's property without the consent of the student or their parents/carers.

CONFISCATION OF PROPERTY PROCEDURES:

First Offence	Student is instructed to surrender the property to the administration office and it can be collected at the end of the day after speaking with the Deputy Principal/Principal
Second Offence	Student is instructed to surrender the property to the administration office and it can be collected at the end of the day from the Deputy Principal/Principal. Students are warned that if there is a third offence, the device will be held until a parent/caregiver is able to collect the device

Third Offence	Student is instructed to surrender the property to the administration office where it will be held until a parent/caregiver is able to collect it, after discussion with the Deputy Principal/Principal
Recidivist Offenders	Further offences will be treated as wilful disobedience and the device will remain in the office for collection by the parent/caregiver after discussion with the Deputy Principal/Principal to determine appropriate disciplinary action in accordance with the ISHS Student Code of Conduct.
Note	If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the Principal is to retain the property for handing to police regardless of whether it is considered a first, second or third offence.

APPROPRIATE USE OF SOCIAL MEDIA - POLICY

Ingham SHS encourages students to become familiar with the use of information technology and subsequent devices as it can provide students with valuable learning experiences. Ingham SHS does not support non-educational and inappropriate use of information technology, devices and electronic media.

Ingham SHS does not permit unauthorised photographs, videos or recordings to be taken. In the event a student takes an unauthorised photo, video or recording the severity of the consequences will depend on the nature of the images and how it has been used and distributed.

Inappropriate use of information technology and electronic media can lead to malicious acts towards students or staff and/or acts of publication of material, that brings the school into disrepute in the wider community and/or potentially or actually discredit to the school or public schools generally.

This includes attempts, either directly or indirectly, to defame or denigrate by words, actions or images through use of electronic media such as mobile phones and other media to:

- transmit video, photographs or sound recordings;
- post offensive material to internet sites whether for limited or general access by others.


These acts are considered by community or legal standards to be offensive or defamatory. Acts of publication of material that brings the school into disrepute in the wider community and/or actually brings discredit to the school or public schools generally – this includes publication of or participating in acts of nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Ingham SHS and where a connection to the school can be determined.

PREVENTING AND RESPONDING TO BULLYING - POLICY

Ingham SHS 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 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.

Ingham SHS is developing a **Student Learning and Well-being Framework and Student Council (SLAWF)**, with diverse representatives from each year level meeting each Term with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the SLAWF agenda for each meeting are the core elements of the Australian Student Wellbeing Framework:

	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.
	Inclusion - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
	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.
	Partnerships - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
	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 SLAWF 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 was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#), and at Ingham SHS we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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.

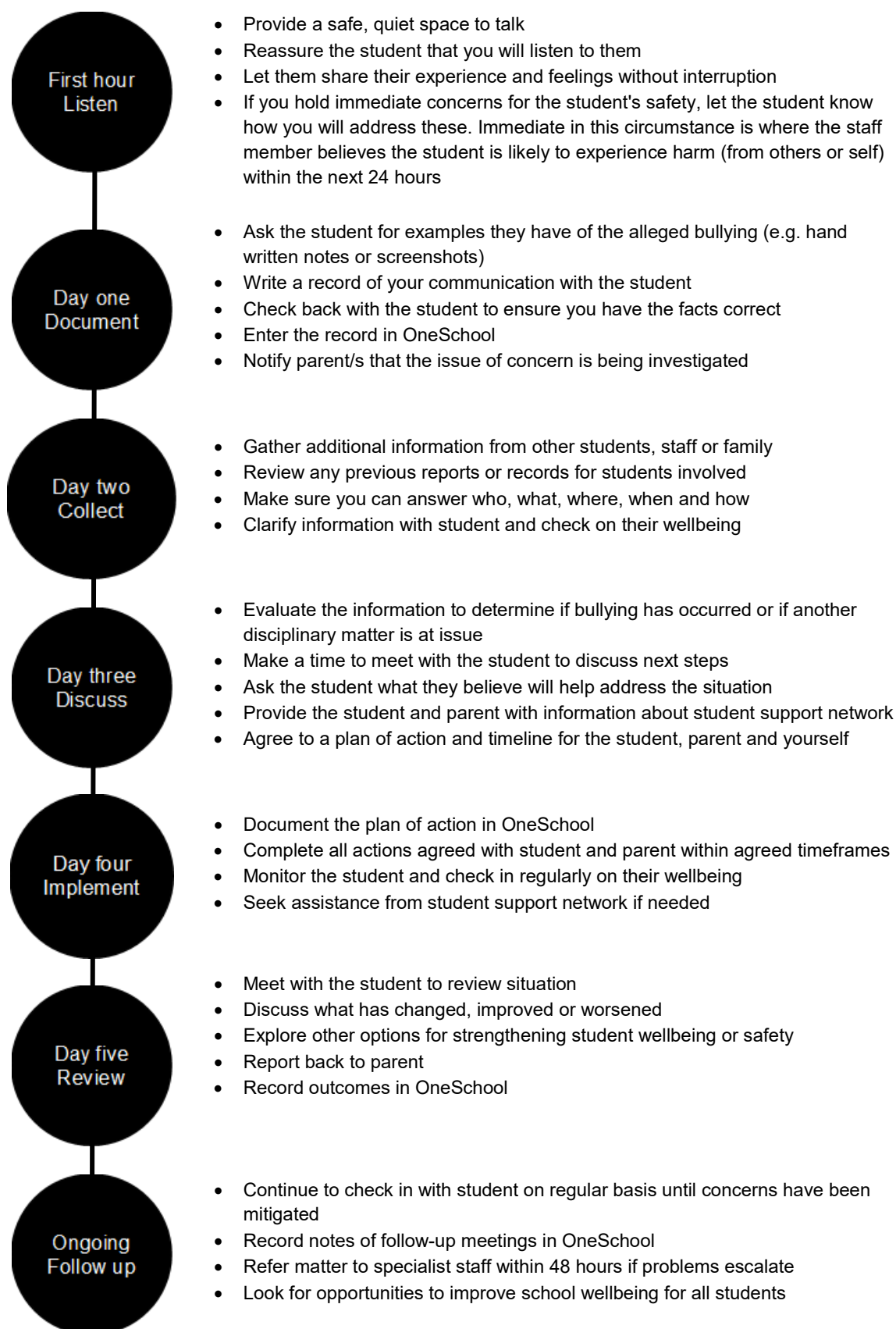
Behaviours that do not constitute bullying include:

- 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 Ingham SHS our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

BULLYING RESPONSE FLOWCHART FOR TEACHERS



At Ingham SHS we believe that all members of the school community have a responsibility to report harassment. Students who feel they are being or have observed regular harassment (multiple times and/or locations) at school must report it to their year co-ordinator or Year Level HOD – the report will be assessed and referred as appropriate to one of the following for support:

- The relevant classroom Teacher;
- Year Co-ordinator;
- Year Level HOD
- Guidance Officer;
- CEC – Community Education Councillor;
- Student Case Manager;
- Chaplain;
- School-based Youth Health Nurse.

Documentation of Bullying

Bullying is not acceptable at Ingham SHS and therefore significant and ongoing matters of bullying and/or harassment are to be recorded on OneSchool

Anti-Bullying Education

Ingham SHS implements anti-bullying themes into its:

- curriculum material;
- school enlisted performances;
- newsletter/Facebook page
- Year level camps;
- Whole school and year level assemblies;
- Positive Youth Development program.

Ingham SHS's Student Services team organise and implement a number of programs to help student resilience and social skills which are key to tackling bullying:

- Lunch time games;
- Small group support programs;
- Organise external programs to implement.

Staff expectations

All staff members are expected to take responsibility for issues in their classroom, while on PGD and when or wherever it is seen. This will be an on-going focus, requiring periodic updates and orientation for new staff. Staff members are to lead by example in the manner in which they interact with all members of the community.

Cyberbullying

Cyberbullying is treated at Ingham SHS 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.

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

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

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

INGHAM STATE HIGH 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](#).

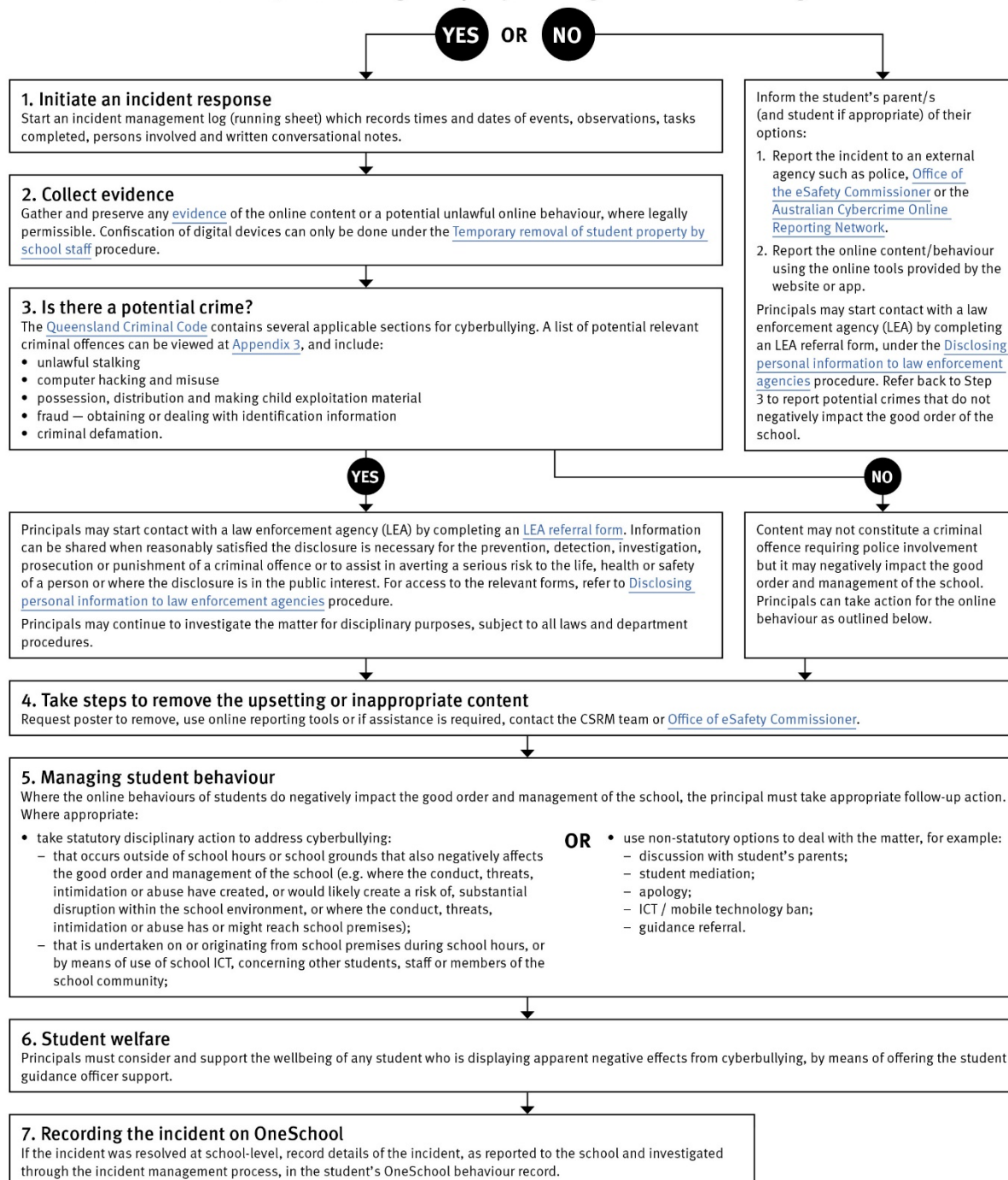
Explicit images

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?



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

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

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

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

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

Student Intervention and Support Services

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

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

APPROPRIATE USE COMPUTER USAGE - POLICY

Ingham SHS provides access to various computer resources, our Local Area Network, and the Internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality learning outcomes for our students.

The school encourages students to become familiar with the use of Information Technology. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines established below. These guidelines are based on **common sense, common decency**, rules established by Ingham SHS and laws established by the State of Queensland and the Commonwealth of Australia.

For the benefit of all users, students are expected to observe the following:

1 USE OF INFORMATION TECHNOLOGY EQUIPMENT

The school has endeavoured to ensure that all students' work can be saved, stored, and accessed in a secure manner. It is expected that all students will respect the right of other students to use the network resources.

*It is expected that all students will respect that the Information Technology equipment with which they have been provided, and realise that using this equipment **is a privilege, not a right. This privilege can be withdrawn if necessary** as set down in the Behaviour Management Plan.*

- Log in using your own appropriate ID. It is never acceptable to use someone else's ID.
- Use computers for the purpose directed by the teacher in charge.
- Do not tamper with the computer system. It is unacceptable to seek access to restricted areas of the computer network.
- Save all files to your One drive and personal storage devices.
- At the end of each lesson:
 - Log out of the network and return to Login screen;
 - Shut down the computer;
 - Leave the keyboard beside the base of the computer and the mouse on top of the base;
 - Leave chairs pushed in at desks.
- Do not enter a computer room unless a teacher is present.
- Do not swap around any equipment. That is, no changing of keyboards, mice or other equipment from one computer to another.
- Report all equipment faults to your teacher immediately.
- Computers in the library are allocated for individual student work during lunchtimes, before and after school. **The other computer rooms are only available at these times under teacher supervision.**

2 PASSWORDS

- Keep your password secret. If you suspect that someone may know your password, change it.
- It is unacceptable to gain, or to attempt to gain, another person's password or personal information.
- When a student has been allocated a password, it is **the student's responsibility to remember that password.**
- Students should not allow anyone else to use their password.

3 PRINTING

The school has provided printing facilities for students to obtain printouts of their work. Students are expected to use the printers for school purposes only and endeavour to keep paper wastage to a minimum. Before printing, proofread, spell check, and print preview your document.

- In particular, when using the internet, check that what you are about to print is what you need. Do not print complete web sites.
- When completely satisfied with the final product, identify your document with your name in the footer of the document and then print the document.
- Place unwanted printouts in recycling boxes.

DRUG POLICY

Ingham SHS is committed to maintaining a safe, respectful and supportive environment, and preventing harm caused by the unlawful, inappropriate or irresponsible use of alcohol and other drugs.

At Ingham SHS a no tolerance stance is taken on the use of illegal drugs and alcohol. Illegal drugs are those substances whose possession and/or use is punishable by law under the Queensland Criminal Code.

Students may take prescribed medication under supervision of the administration staff where written consent has been provided by parents and is supported by medical advice.

If any student enrolled at Ingham SHS possesses, uses, or deals any of the drugs on the Queensland Criminal Code whilst at school, attending a school related function, on school excursion or in school uniform, the student will be in breach of this policy. Appropriate disciplinary action, inline with the ISHS Student Code of Conduct will be instigated. The same policy applies to the possession or use of alcohol.

Any staff member who suspects that a student is under the influence of drugs or alcohol whilst at school, or at a school sanctioned event, must refer that student to the Deputy Principal/Principal immediately.

Management protocols for drug related incidents:

Involvement but no use or possession: eg being with a group smoking marijuana or using other illicit drugs:

- **First offence** - may result in suspension (1-20 days) and will involve parents being contacted and relevant counselling.
- **Subsequent offences** - may involve suspension (1-20 days) as in the first offence.

Possession, use or supplying of drugs/instruments will result in suspension and the police will be notified

- **First offence** - suspension (1-20 days) or suspension with recommendation for exclusion, counselling, drug/health risk counselling as part of the suspension procedures
- **Subsequent offences** – suspension with recommendation for exclusion.

Selling drugs at, or on the way to or from school or at a school sanctioned event:

- Suspension with recommendation for exclusion. Police contacted.

Legal drugs - drugs which are not specifically illegal in society but have an age requirement for usage or an alternative usage.

Smoking: This includes smoking, or having cigarettes/tobacco in one's possession.

- **First offence** - placement in Hold, parents informed. When agreement is signed - student leaves Hold. Students offered counselling/support.
- **Subsequent offences** - dealt with as for continued non-compliance (suspension 1-20 days /suspension with recommendation for exclusion).

Alcohol: This includes having alcohol in one's possession, supplying alcohol to others, consuming alcohol at school/school function or attending school/school function having consumed alcohol.

- **First offence** – suspension (1– 20 days)
- **Subsequent offences** - suspension (1–20 days) with recommendation for exclusion.

Inhalants:

- **First offence** - hold/withdrawal/suspension (1–20 days), parents notified, police notified. Counselling/support offered.
- **Subsequent offences** - Police notified - Suspension (1-20 days)/suspension with recommendation for exclusion.

PUBLIC DISPLAYS OF AFFECTION - POLICY

Ingham SHS is classified as a workplace and therefore, behaviour and interactions between community members need to be appropriate for a workplace.

Ingham SHS community members are committed to providing working environments which encourage the formation of positive relationships. All members of the school community need to be aware that affection for other members of the school community is to be demonstrated in respectful ways and in manners appropriate for a workplace.

In normal workplace circumstances, it is not appropriate for members of the school community to exhibit behaviours such as kissing, holding hands, hugging or cuddling, but it is recognised that there may be exceptions to this in cases (such as when a person is distressed, injured or overjoyed or in certain learning situations such as drama or sport).

If a public display of affection is deemed as being inappropriate for the context then disciplinary action may occur as per the ISHS Student Code of Conduct.

DRESS CODE

At Ingham High, we believe that the correct wearing of the school uniform assists students to identify with the school and to feel positive about their learning environment. We value clean, tidy and dignified personal presentation which prepares students for the workforce and develops pride in being part of a team. The Ingham State High School community has determined that students who enrol at the school be expected to wear the school uniform.

STUDENT DRESS CODE

Parent/Caregiver cooperation and support is sought to ensure that our school uniform is worn **AS SPECIFIED WITHOUT ALTERATIONS**



Junior Secondary



Senior Secondary

JUNIOR SECONDARY:

- Maroon polo shirt with gold sleeve inset trimmed with white piping and embroidered school logo
- Grey porridge shorts with maroon and gold trim
- Grey A-Line skirt with pleated panel front
- Closed-in lace-up or velcro supportive sports shoes with well-structured soles (worn with polo shirts)
- Short white or black socks

SENIOR SECONDARY:

- Maroon polo shirt with white sleeve inset trimmed with gold piping and embroidered school logo
- Grey porridge shorts with maroon and gold trim
- Grey A-line skirt with pleated panel front
- Closed-in lace-up or velcro supportive sports shoes with well-structured soles (worn with polo shirts)
- Short white or black socks

FORMAL UNIFORM:

- White blouse/business shirt and school tie
- Grey A-Line skirt with pleated panel front (girls)
- Dark grey (melange) college shorts with black belt (boys)
- Black lace-up leather shoes
- Socks—Grey walk socks with maroon and gold trim (boys); or short white socks (girls)

REPRESENTATIVE:

Students representing the school at official functions will wear the formal school uniform with the official blazer (supplied by the school). Boys may choose to wear dark grey (melange) college shorts with black belt (grey walk socks with maroon and gold trim) or dark grey (melange) college trousers with black belt (black or grey socks).

HAIR AND MAKEUP: Hair must be neat, clean and presentable. The wearing of make-up or nail polish is not permitted at school (exceptions are light foundation or tinted sunscreen only).

JEWELLERY: Students are permitted to wear only studs or sleepers in each ear to school. Students are permitted to wear a single strand chain necklace. Large ornaments (larger than a 20 cent piece) are not permitted. Students are permitted to wear small rings on their fingers that have no large or sharp raised edges. A watch is permitted. Students are not permitted to wear anklets or bracelets. Visible facial and body piercing must be a clear stopper or covered with tape or removed during school hours.

SCHOOL HAT: Maroon with gold trim bucket hat with ISHS embroidered in gold. Available from the General Office at the school.

WINTER JACKET: School Jacket is available from the General Office or a predominately maroon, gold, white or black jumper may be worn. No hoodies, multi-coloured jumpers, flannelette shirts or beanies. Tracksuit pants (maroon or black) may be worn. Jeans or leggings are not permitted.

NON-UNIFORM DAYS: Clothing that carries offensive or suggestive designs is unacceptable and must not be worn. Outfits which expose bare midriffs or revealing or inappropriate clothing must not be worn. Safety procedures cannot be compromised and the wearing of thongs, sandals and singlets will not be permitted.

SPORTS DAYS: (Interschool sports days) - Competitors and spectators are expected to wear the ISHS uniform with hat. (Interhouse sports days) - Students may wear suitable clothing in house colours: Fantome—Gold, Hinchinbrook—Red, Orpheus—Blue, Palm—Green

A FULL RANGE OF INGHAM HIGH UNIFORMS ARE AVAILABLE FROM THESE LOCAL SUPPLIERS:
Menz: 57 Lannercoot Street, Ingham and **Ingham Underagers:** 16 Lannercoot Street, Ingham.

Restrictive Practices

School staff at Ingham SHS 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 unsafe behaviour, dangerous conduct 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 while also ensuring as far as possible the safety from physical harm of those in close proximity.

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

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** 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 involved
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

Examples of when Ingham SHS staff might use a restrictive practice – based on knowledge of immediate past or current instances - include, but are not limited to:

- Planned Restrictive Practice – physical: where a Risk Assessment and Plan have been prepared, reviewed and approved by the Principal and relevant Regional and/or State Authority, which note the use of such Restraint. Such a Plan might address, *inter alia*, the inability of a student with autistic spectrum disorder from desisting from actions that could include SIB's (Self Injurious Behaviours) and ECB's (Extreme Challenging Behaviours). The Plan would address essential management training (eg MAPA) and similar pro-active methods but acknowledges the impossibility of wholly preventing such behaviours.
- Planned Restrictive Practice – mechanical: the use of any mechanical restraint device is a specialist procedure and requires planning in advance. Such instances can include a student with a Syndrome (eg, Rett's Syndrome) where self-injury (SIB's) and danger to others (ECB's) might otherwise not be manageable. A Risk Assessment and Plan must be prepared, reviewed and approved by the Principal and relevant Regional and/or State Authority, which note the use of such Restraint.

- Planned Restrictive Practice – chemical: Chemical Restraints are prohibited in all Queensland State Schools, without exception.
- Clinical Holding – the rare requirement to physically restrain a student while undertaking essential medical or hygiene practices required by a Health Plan suitable endorsed by a medical practitioner and endorsed as above. Such a Plan might address an essential life-preserving medication required to be administered within the school day but the administration of which is resisted by the student.
- Extreme Challenging Behaviours – Unplanned – where a student's behaviour is such that attempts to manage or control by non-intrusive means have not been successful AND there is a real and immediate danger to the safety, health or wellbeing of that student, other students, staff and other people. Physical restraint of that student must be conducted in the light of mandatory methodologies acknowledging respect and wellbeing, and never as a disciplinary or instructive procedure.
- Seclusion and Containment are extremely rare and would only occur where, as for ECB's above, an unplanned emergency threatening real and immediate danger requires such action. Supervision of the action by at least two staff, one of whom (preferably) of HOD or DP status, is essential. The safety of all involved – for example, by reason of possible weapons, breakage of glass and windows means that this recourse would be very rare and unusual. Police assistance would be urgently requested.

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 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 available for staff to review in OneSchool.

For unexpected critical incidents, staff should ensure the safety of all staff and students, this may include removing the one student or removing the class depending on the situation. Seek immediate support as soon as possible by either phoning 9 or sending a student on a message to a nearby classroom, where the available staff member can alert office staff. Office staff to immediately alert members of the Executive Leadership team. In extreme situations a school lockdown may be called.

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 using limited words, be aware of body language and facial expressions, 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, be aware of personal space (stand / sit beside rather than in front of), establish eye level position with limited eye contact and never demand it, 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. The identified consequences of continued unacceptable behaviour may need to occur at a later time to avoid escalating the situation during the crisis.
5. **Debrief:** Allow time for staff member to debrief with a colleague, without judgement. Debrief with student - at an appropriate time when there is a low risk of re-escalation, take a problem solving approach by helping 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

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

Local Ingham Contacts

- Local General Practitioners - are able to refer young people to appropriate agencies for support.
- Hinchinbrook Community Support Centre – 47761822

Conclusion

Ingham SHS 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 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 school's operations - are dealt with in a fair and equitable manner. As a parent or carer, 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 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 a review authority 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](#).