



Student Code of Conduct

2022-2023



Purpose

Foxwell State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Foxwell State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our College to promote a productive, effective whole college 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.

Contact Information

Postal address: 282 Foxwell Rd, Coomera 4209

Phone: (07) 5555 3333

Email: Admin@foxwellssc.eq.edu.au

School website address: <https://foxwellssc.eq.edu.au>

Contact Person: Kym Amor (Principal)

Endorsement

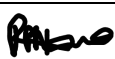
Principal: Kym Amor

Principal Signature: 

Date: 2/2/22

P/C President

Name: Roz Rowe

P/C President
Signature: 

Date: 2/2/2022

Contents

	Page
Principal's Foreword	1,2
Introduction	3 - 5
Learning and Behaviour Statement	6
Multi-tiered Systems of Support	7-9
Consideration of Individual Circumstances	9,10
Student Wellbeing, Engagement and Learning	10-12
Curriculum and Pedagogy	12-14
Whole School Approach to Discipline	15-25
Legislative Delegations	26
Disciplinary Consequences	27 - 37
Disciplinary Absences	38, 39
School Policies	40 - 45
Preventing and Responding to Bullying including Cyber	46 - 54
Appropriate Use of Social Media	55,56
Student Dress Code	57 - 63
Forms:	64,65
- Application for Temporary Uniform Variation,	
- Application for Temporary Wearing of Clear Facial Piercing	
Absence, Lateness and Early Departure	66
Restrictive Practices	67,68
Critical Incidents	69
Related Procedures and Guidelines	70
Resources	71
Conclusion	72,73

Principal's Foreword

Foxwell State Secondary College promotes students' success through a balanced pursuit of excellence in academic, cultural and sporting endeavours. We live by our vision to provide a world of opportunity for every student and are guided by our motto, *In Scientia opportunitas - In knowledge there is opportunity*. We believe that the pursuit of knowledge and the development of Deep Learning Outcomes will equip and enable our students to contribute and make a powerful difference in the world.

At Foxwell State Secondary College our vision is to provide a world of opportunity for every student.



Our definition of success is reflective of our commitment to delivering a personalised approach to learning and well-being for all students. We believe that well-being is the resilience to navigate the highs and lows of life and this comes from understanding oneself including your character strengths, having strong connections and sense of belonging and being prepared to contribute to something bigger than oneself. Research shows that student well-being has profound benefits for student engagement, commitment, concentration, motivation and overall learning (Durack et al, 2011). As a Positive Education, New Pedagogies for Deep Learning and a Learner First School, we place the student and well-being at the heart of what we do.

Putting the learner first means focusing all activity within our school on the development of deeper learning outcomes. By measuring these outcomes and what enables their development, we support learners to contribute to others' lives and their communities in meaningful and fulfilling ways – we support them to succeed now and in the future. (Joanne McEachen – thelearnerfirst.com). Our vision for Foxwell SSC, in partnership with our community, is to grow life-long learners who will flourish as they move through all phases of their life. We seek to empower our students to feel good and do good, to be good at learning and good at life and to have a world of opportunities at their disposal.

Foxwell State Secondary College is committed to providing an environment where students have opportunities to engage in quality learning experiences and acquire and build on values supportive of their lifelong wellbeing. The College recognises the close relationship between effective teaching, quality learning, success and responsible and respectful behaviour.

Our College opened in 2020 in an enviable location overlooking the Gold Coast coastline, hinterlands and world-renowned marina and theme parks. As a community hub we focus on social

cohesion and support our students to thrive in the school's local community, embracing the unique Northern GC location, using it to maximum advantage in our planning and within our partnerships.

Students and families of Foxwell College bring a rich and diverse range of learning experiences to our school through shared understandings of the 70+ different cultural backgrounds likely to be present in our school setting. At Foxwell College we believe that 'Our Diversity is our Strength' and we proudly celebrate the unique qualities the individuals within our school community bring.

All members of our community live out our belief that *Kindness is the Foxwell Way*.

One of our greatest strengths will remain to be the partnerships we foster between students, staff, parents and the wider community. These partnerships will enable us to live out our values and our commitment to providing a world class education for every student.

Introduction

At Foxwell SSC we are committed to providing a safe, supportive and inclusive environment where all students have opportunities to engage in quality differentiated learning experiences and acquire and build on the values supportive of their lifelong wellbeing. Our College prides itself on having a strong focus on individuals and in so doing embraces the provision of an environment in which all students can flourish. Our Student Code of Conduct, our Inclusion Framework and our commitment to Deep Learning Outcomes, our Spirit Values and consistent use of the Essential Skills for Classroom Management are central to the creation of a safe, supportive and inclusive environment at Foxwell SSC. We seek to create a school community where both students and staff feel a strong sense of belonging and can build positive relationships and connections.

Foxwell State Secondary College is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student. The school is committed to achieving its objectives to:

- **Deliver the highest quality curriculum, teaching, learning and assessment practices.** A relevant, challenging and engaging educational experience prepares students for both success at school and the best possible pathway to life, study and work after school.
- **Provide a whole school approach to achieve high standards in literacy and numeracy for all students.** It is every student's right to be given the opportunity to be literate and numerate in order to be fully functioning citizens who can participate in and contribute to an increasingly globalised and disconnected world.
- **Maintain a school climate where high standards of behaviour, progress, performance and participation are the foundation for students to achieve their potential.** A school climate that enables students to reach their potential requires a safe and disciplined school environment. This is predicated on the assumption that every child can achieve and that every child should be expected to behave and perform.
- **Our College community believes that everyone has the right to learn and that students learn best when they:**
 - are treated with understanding and respect
 - feel safe and confident
 - feel challenged by the tasks they are completing
 - feel pride in their achievements
 - are supported in their learning in positive and supportive learning environments
 - are emotionally and physically well
 - have a sense of belonging and pride to the school community.

At Foxwell State Secondary College it is an explicit expectation that our students, staff and community, model our College SPIRIT Values. These are:

OUR VALUES

SERVICE

- + concern for the welfare of others
- + playing a positive role in your school community
- + contributing to a safe, secure environment

PERSEVERANCE

- + trying new things and trying again to get it right
- + the development of self discipline and pursuit of improvement in academic results, sport, the arts and personal development
- + courage to give and accept advice for improvement
- + positively adapting to change

INTEGRITY

- + always doing your best and supporting and celebrating others to do the same
- + consistency of approach
- + the continuous improvement in the teaching and learning program

RESPECT AND RESPONSIBILITY

- + rights of all members of the community to achieve their full potential
- + care of the physical environment and the property of others
- + self respect
- + being sensitive and understanding to the needs of others contributing to a safe, secure environment

INCLUSIVITY

- + providing opportunities for everyone to participate
- + acceptance of individual differences and the cultural diversity within the school community
- + developing an awareness of our global community
- + respect for individual differences

TEAMWORK

- + the encouragement of collaboration and cooperation
- + support given to all members of the college community
- + strong partnerships between parents, teachers and students working together in a positive and constructive way

To support the development of the College SPIRIT Values in students, staff and our community, our students and staff are taught to develop character strengths that underpin the values and to call on these strengths when different situations arise. Character Strengths – the Science of Strengths and the practice of wellbeing – the VIA - 6 Virtues and 24 strengths. These character strengths are derived from Positive Psychology and particularly, Positive Education and use the language from via.character.org



Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. High expectations for student behaviour enable the College to maintain and create a positive and productive teaching and learning environment, where ALL College community members have clear and consistent expectations and understanding of their role in the educational process. Additional support and timely interventions are implemented when a student exhibits unacceptable or potentially dangerous behaviour.

In addition, Foxwell State Secondary College's Student Code of Conduct provides an overview of the school's local policies on uniform, appearance, lateness, absence and early departure and use of mobile phones and other technology, removal of student property, the approach to preventing and addressing incidents of bullying and safe, responsible and respectful on-line behaviour. 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.

NB. Foxwell State Secondary College prides itself on providing a safe and supportive learning environment for all members of our community. If on the occasion that incidents occur which infringe on a student's feeling of safety, we encourage students to report to staff for follow-up.

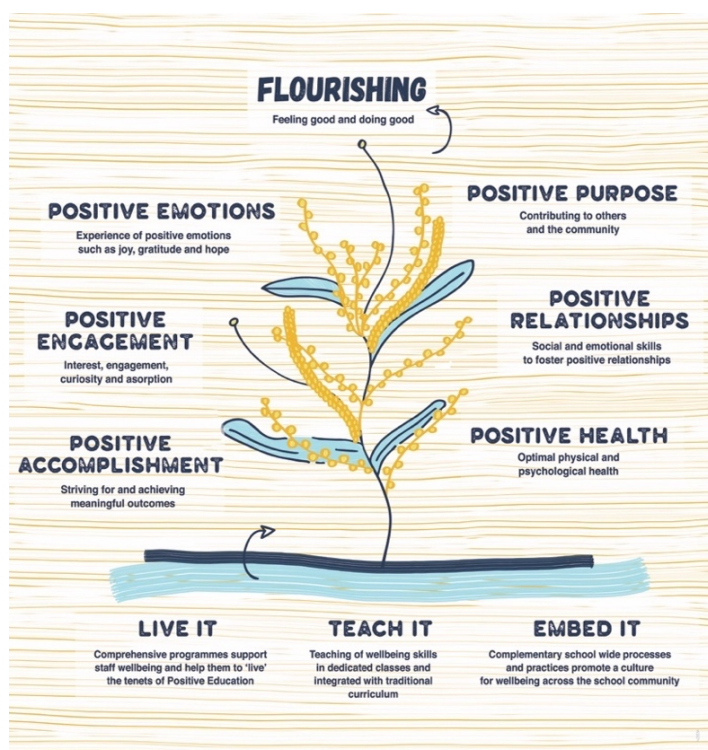
- Any incidents of harassment or unsafe behaviour which occur in a classroom are to be reported to the classroom teacher for follow-up.
- Incidents which occur outside of the classroom, are to be reported to a teacher on duty for immediate follow-up or may be reported digitally for follow-up at a later time.
- Digital incident reports are encouraged for those incidents that do not require immediate action. Digital incident reports can be made either via the link in Student SharePoint or via the QR Codes located in Student Services, The Foxwellness Centre and the Learning Hubs.
- Investigation of incident reports will be prioritised on a need's basis and communication with parents/carers will occur when appropriate and in a timely manner.

Learning and Behaviour Statement

The College has an expectation that all members of our community respect themselves, others and the environment. The school promotes and values quality relationships to ensure all students, parents and teachers take responsibility for their part in providing high standards of education. All parties are held accountable for the quality of these relationships.

Students are expected to attend every school day on time, ready to learn, wearing their uniform with pride and with the necessary equipment for the day's work. Participation in sport and extra-curricular activities develops: self-discipline, areas of passion, sportsmanship, teamwork and commitment. These attributes strengthen commitment to the College's SPIRIT values of Service, Perseverance, Integrity, Respect and Responsibility, Inclusivity and Teamwork.

At Foxwell State Secondary, behaviour management is founded on a Positive Education model, underpinned by our SPIRIT values and our three College rules.



Positive Education at Foxwell

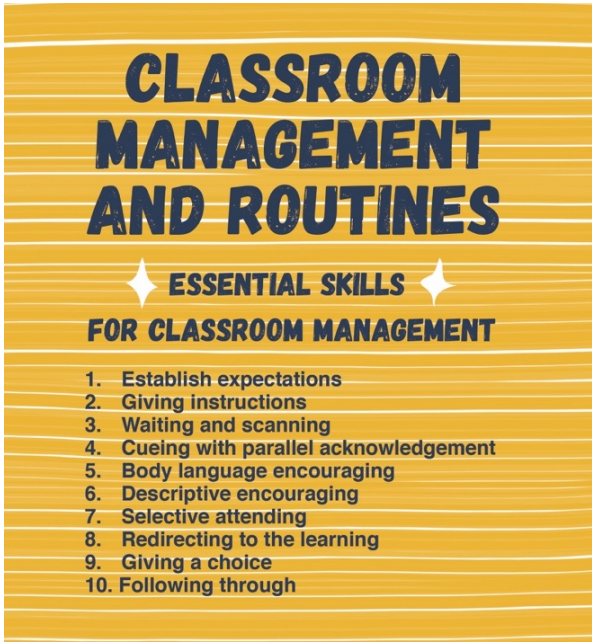


Three College Rules

At Foxwell State Secondary College we emphasise the importance of directly modelling and teaching students the behaviours we want them to demonstrate at school. In particular the three school rules form part of standard expectations which are taught across the school. A matrix of behavioural expectations for each of the College rules has been developed in consultation with staff and students.

When discussing behaviour with students, the language of the three rules and the SPIRIT values is used to frame conversations. Teaching of our SPIRIT values is embedded in classroom practice and in school assemblies. Our SPIRIT values matrix defines what these expectations look like as part of school life. This clear communication of behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Teachers at Foxwell State Secondary College utilise the Essential Skills for Classroom Management in managing learning and behaviour in the classroom and beyond.



Multi-Tiered Systems of Support

Students at Foxwell State Secondary College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Heads of Departments
- Heads of Year
- Student Services Staff
- Teachers
- Teaching Assistants
- Principal and Deputy Principals
- Head of Inclusion
- Guidance Officer
- Chaplain
- School Based Youth Health Nurse

Foxwell State Secondary College 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.

Multi-tiered Systems of Support	
Tier	Prevention Description
1	<p>All students (100%) in the college receive support for their academic and behavioural development. Focus is on the whole-college implementation of the Australian Curriculum, Deep Learning Outcomes, the three College Rules and SPIRIT Values.</p> <p>This involves:</p> <ul style="list-style-type: none"> teaching 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 asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of college-based staff to enable students to meet the required academic and behavioural standards.</p> <p>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 in the Australian Curriculum and/or particular aspects of the Deep Learning Outcomes and/or three College Rules and/or SPIRIT Values.</p> <p>The types of interventions offered at this level will vary according to the needs of our student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the college-wide expectations. interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the college data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

Tier	Prevention Description
3	<p>Individualised services for <u>few students</u> (2-5%) who require the most intensive support our college can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>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. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>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.</p> <p>If the college data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Foxwell State Secondary College take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to problem 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that college 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, Engagement and Learning

Foxwell State Secondary College offers a range of programs and services to support the wellbeing, engagement and learning of all students. We encourage parents and students to speak with their class teacher, Head of Students, Head of Student Success, Head of Inclusion or Deputy Principal or make an appointment to meet with the Guidance Officer, if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success. The College's Learning and Wellbeing Framework informs the development of our positive school culture 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.

Our Student Wellbeing, Engagement and Learning Team, comprising of Deputy Principal, Head of Inclusion, Head of Student Success, Heads of Students and the Guidance Officer meet weekly to discuss referrals, monitor student progress, identify needs and to allocate and provide support as required.

Foxwell State Secondary College's SWEL team - a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment, act in addition to classroom teachers, members of the Executive, HoDs, Teaching Assistants and Student Services Staff to form a comprehensive Student Support Network to help the social, emotional and physical wellbeing of every student.

Students can approach any trusted school staff member at Foxwell State Secondary College 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 Network.

Please refer to table on next page for an outline of Support staff and their roles at Foxwell. Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Kym Amor on (07) 5555 3333.

Student Support Network	
Role	What they do
Guidance Officer	<ul style="list-style-type: none"> Member of the SWEL team: <ul style="list-style-type: none"> Support the implementation of the Learning and Well-being Framework, including Character Strengths to develop connectedness within the College and wider community. In collaboration with other members of the SWEL Team, develop and deliver intervention programs to students based on identified areas of need Case manages individual students/groups of students as per SWEL meeting allocations monitors student attendance, wellbeing and engagement data Tracks student data to identify 'at risk' students and implements intervention strategies to minimise class disruption Monitors primary student concern and intervention data to align whole school student wellbeing programs 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 Completes cognitive testing with identified students
Head of Students – one for each cohort + one for complex case management	<ul style="list-style-type: none"> Member of the SWEL team <ul style="list-style-type: none"> Supports the implementation of the Learning and Well-being Framework, including Character Strengths to develop connectedness within the College and wider community. Case manages individual students/groups of students as per SWEL meeting allocations In collaboration with other members of the SWEL Team, develop and deliver intervention programs to students based on identified areas of need Monitors student attendance, wellbeing and engagement data Proactively supports students to be successful, as per our College definition Builds positive relationships with students and their families, to support student well-being, engagement and learning Maintains the high expectations of the College regarding College Rules, SPIRIT values, uniform, and attendance Leadership and co-ordination of positive engagement with extra-curricular activities and communication with community Organisation of whole cohort activities: camps, excursions, incursions, immunisation and photographs Support of Year level and whole College events Induction program for new students Participation in the process of academic review - coach, mentor and monitor students' progress.
Head of Student Success	<ul style="list-style-type: none"> Leadership of Learning and Wellbeing Framework to promote an inclusive, positive school culture Leadership of the SWEL Team: <ul style="list-style-type: none"> Line management of the Heads of Year In collaboration with other members of the SWEL Team, develop and deliver intervention programs to students based on identified areas of need Case manages individual students/groups of students as per SWEL meeting allocations Monitors student attendance, wellbeing and engagement data Track student data to identify 'at risk' students and implements intervention strategies to minimise class disruption Monitor primary student concern and intervention data to align whole school student wellbeing program.

	<ul style="list-style-type: none"> • Monitors data and develops support plans including but not limited to – Personalised Learning Plans, Safety Plans and Behaviour Support Plans to support student success academically, personally, socially and emotionally. • In collaboration with the DP, leadership of the process of academic review including Planning for Personal Accomplishment, organisation of coaching, mentoring and monitoring of students' progress
Student Support Network	
Role	What they do
Head of Inclusion	<ul style="list-style-type: none"> • Leadership of Learning and Wellbeing Framework to promote an inclusive, positive school culture • Leadership of the SWEL team: <ul style="list-style-type: none"> • In collaboration with other members of the SWEL Team, develop and deliver intervention programs to students based on identified areas of need • Case manages individual students/groups of students as per SWEL meeting allocations • monitors student attendance, wellbeing and engagement data • track student data to identify 'at risk' students and implements intervention strategies to minimise class disruption • monitor primary student concern and intervention data to align whole school student wellbeing programs • Monitors the social and emotional wellbeing of ALL student groups identified in the Department's Inclusive Framework. • Line management of Inclusion teachers and Teaching Assistants
Deputy Principals	<ul style="list-style-type: none"> • Leadership of Learning and Wellbeing Framework to promote an inclusive, positive school culture • Members of the SWEL team: <ul style="list-style-type: none"> • In collaboration with other members of the SWEL Team, develop and deliver intervention programs to students based on identified areas of need • Case manages individual students/groups of students as per SWEL meeting allocations • Monitor student attendance, wellbeing and engagement data • Track student data to identify 'at risk' students and implements intervention strategies to minimise class disruption • Monitor primary student concern and intervention data to align whole school student wellbeing programs • Supports students, teachers, Heads of Students and HODs in managing and dealing with behaviour incidents • Monitors the social and emotional wellbeing of ALL students

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Engagement Officers, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Guidance Officer on (07) 5555 3333.

Curriculum and Pedagogy

Foxwell State Secondary College builds the foundations for wellbeing and lifelong learning through curriculum, embedding the Deep Learning Outcomes of Competency, Knowledge, Self-Understanding and Connection embedded in the implementation of the P-12 curriculum, assessment and reporting framework.

Foxwell State Secondary College acknowledges the positive impact that a meaningful relationship between College staff and students can have on students' academic and social outcomes.

Through our Healthy World Curriculum in Year 7 -9 students engage with the age-appropriate learning from the *Learning Place* for:

- Alcohol and other Drugs Education
- Respectful Relationships Program
- Daniel Morecombe Child Safety Curriculum

Policy and Expectations

Within Foxwell State Secondary College there are specific health and wellbeing issues that will need to be addressed for the whole College, specific students, or in certain circumstances.

Drug education and intervention

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

Specialised health needs

Foxwell State Secondary State College 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 college or college-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(s) and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Foxwell State Secondary College 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 College 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.

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

Mental health

Foxwell State Secondary College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a *Student Plan*.

Suicide prevention

Foxwell State Secondary College school staff who notice suicide warning signs in a student should seek help immediately from the college Guidance Officer, Deputy Principal or Principal 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, Foxwell State Secondary College 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, Foxwell State Secondary College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Foxwell State Secondary College staff immediately enact the College's Emergency Response Plan which includes the Suicide Postvention Response Plan and communicates with the family of the student and ensures immediate support is provided to students and staff who may be affected.

Whole School Approach to Discipline

All areas of Foxwell State Secondary are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of students. Our school learning and wellbeing, including behaviour management, is founded on the principles of Positive Education. Our whole-college approach promotes inclusive student participation as identified in our *Learning and Well-being Framework*. Our teachers utilise the *Essential Skills for Classroom Management* to: support classroom organisation, manage challenging behaviours and maintain student safety.

Our College community believes that everyone has the right to learn and that students learn best when they:

- are treated with understanding and respect,
- feel safe and confident,
- feel challenged by the tasks they are completing,
- feel pride in their achievements,
- are supported in their learning in positive and supportive learning environments
- are emotionally and physically well,
- have a sense of belonging to and pride in, the school community,
- have an opportunity to connect with their learning and to have their learning connect with the real world,
- have an opportunity to contribute.

Our whole College approach to discipline shapes, supports and recognises appropriate behaviours in all students. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Foxwell State Secondary College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to problem behaviour.

At Foxwell State Secondary College we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach and re-engage. Our college rule matrix is used to instruct students of college expectations associated with Being: Respectful, Responsible and a Learner. Similarly, our co-developed SPIRIT values matrix and our *Guide to Making Judgments – Effort and Learning Behaviours* are used to communicate behavioural expectations.

At the centre of our belief around behaviour is relationships, believing that relationships are the key to maintaining an inclusive, supportive and safe learning environment. We view relationships as the indisputable connector between learning and well-being. When behaviour incidents occur, the focus is on leveraging relationships to maximise learning from the incident whilst also repairing any relationship damage and addressing and well-being concerns.

Our staff are committed to delivering high quality education for every student, and believe all members of the College community, whether visiting or working, should meet the same six

SPIRIT Values: Service, Perseverance, Integrity, Respect & Responsibility, Inclusivity and Teamwork.

The SPIRIT values matrix and the College Rules Teaching Matrix have been co-developed by school staff, students and parents and community representatives and form the basis for teaching behavioural expectations to all students.

SPIRIT Cards – Acknowledging and Reinforcing Expected behaviours

The SPIRIT Card initiative aims to build and foster positive relationships, positive emotions, positive health, positive engagement, positive accomplishment and positive purpose within students’ learning.

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom and playground behaviour and to develop a positive culture of learning. By engaging in the SPIRIT card positive behaviour initiative, students will receive feedback in order to learn and maintain the behaviours and skills we value here at Foxwell State Secondary College.

The process for students is simple and easy to be acknowledged for the great work they are already doing and continuing:

- 1. Students are provided with a SPIRIT card to have on their person during the school day. Students are encouraged to have this out on their desk, or kept safe within their iPad case.
- 2. When teachers acknowledge the embodiment of a SPIRIT value in the classroom, playground or community, they will celebrate a student’s effort and initial a single box on the student card – just like a café loyalty card.
- 3. When a student receives 6 initials from teachers, they can exchange the card for a reward with their year level, Head of Students.
- 4. Students are acknowledged, celebrated and rewarded for their efforts. Submitted cards will also go in the running for a weekly draw for a larger reward as further incentive!





FOXWELL STATE SECONDARY COLLEGE SPIRIT VALUES

S
P
I
R
I
T

Service

- Report to a staff member, any concerns / issues that you believe place your or others' wellbeing at risk or in an unsafe situation
- Behave in a way that contributes to the safety of all - follow rules and procedures
- Play a positive role in the community, volunteering where possible, to assist others / participate in events

Perseverance

- Work to the best of your ability
- Be proud of your progress and accomplishments
- Try new things, even if they are difficult and celebrate your progress
- Be willing to overcome challenges and develop resilience
- Show determination with set tasks and activities
- Have the courage to give, accept and action advice / feedback for improvement
- Actively pursue self-improvement / progress goals

Integrity

- Display appropriate and positive attitudes
- Be honest and transparent at all times
- Do the right thing, even when nobody is watching
- Understand and follow the Foxwell State Secondary College rules and policies and follow all staff instructions
- Accept consequences for your actions

Respect and Responsibility

- Treat peers, teachers, visitors and their property in the way you would like you and your property to be treated
- Respect individual differences
- Attend, be punctual to and prepared for all lessons (including having a charged iPad as well as books and equipment)
- Complete class work, homework, and assessment on time by being organised and resourceful
- Seek assistance with your learning from staff, in an appropriate and timely manner
- Be sensitive, kind and considerate of others in a way that contributes to a safe and secure environment for all
- Politely seek assistance from a member of staff to help resolve issue/s which may infringe on your rights
- Take pride in Foxwell State Secondary College's public image and behave / dress in a way that reflects well on the College, whether you are at school or out in the community
- Use polite and courteous language towards others

Inclusivity

- Demonstrate acceptance and tolerance of all peers, staff and visitors regardless of individual differences and/or circumstances
- Allow others to learn and develop to their own full potential
- Provide opportunities so that everyone who wishes to participate, can do so
- Develop awareness of global issues and how we can help resolve them
- Welcome others into your group both in and out of the classroom

Teamwork

- Show equality towards peers in all College activities
- Look for opportunities to collaborate and co-operate with others both inside and outside the classroom
- Contribute to a pollution-free and hygienic environment (e.g. free of litter, noise, smoke, alcohol and drugs)
- Provide support and assistance to people who may need it.



BE KIND. KINDNESS IS THE FOXWELL WAY!





COLLEGE EXPECTATIONS ♦ COLLEGE RULES ♦ TEACHING MATRIX

RESPECTFUL ♦ RESPONSIBLE ♦ LEARNER

Respectful and Responsible

Classrooms

- Arrive on time – be at the classroom when the bell rings
- Remain in your seat unless instructed otherwise
- Enter and exit room in an orderly manner
- Be prepared for class - ensure that your iPad is charged at the start of every day and that the battery is not depleted by playing games at break times
- Connect to and remain connected to Apple Classroom each lesson
- Connect and remain connected to an EQ (Education Queensland network) – no hot-spotting, use of mobile data or proxies is permitted
- Only access permitted apps during lessons
- Ask permission to leave the classroom
- Raise your hand to ask questions
- Respect others' right to learn
- Take turns to speak
- Only use specialised equipment under teacher instruction and supervision E.G. Bunsen burner, lino cutter, hot glue gun etc
- Before exiting a classroom, ensure that your chair is pushed in, rubbish is in the bin, resources are packed up and the room is tidy
- Only touch your own iPad and apple pencil/stylus
- Name your iPad using your first and last name – do not change this
- Only airdrop to peers, if requested to by your teacher. Unsanctioned airdropping is not permitted
- If iPad is not working for any reason, please ensure you bring books and writing equipment to class



BE KIND. KINDNESS IS THE FOXWELL WAY!

All Areas

- Be Kind – use kind word and actions
- Use equipment appropriately and safely
- Keep hands, feet and objects to yourself at all times
- Be in the right place at the right time
- Follow instructions immediately
- Respect others' personal space and property
- Be honest
- Care for equipment and College environment
- Wear appropriate College uniform
- Demonstrate tolerance
- Follow College's policies and procedures:
 - mobile phone policy,
 - ICT agreement,
 - Uniform,
 - Lateness/early departure protocols
- Report issues of concern to staff – do not take matters into your own hands
- Use respectful and appropriate language and volume when speaking to others

Amenities

- Respect privacy of others
- Behave appropriately in the toilet areas
- Leave the toilets tidy - paper towel in bin etc
- Leave the toilet area after washing hands - do not remain in the area, waiting for others
- Use toilets during breaks
- Wash your hands!

Eating Areas

- Move to the designated area during both munch and crunch breaks and lunchtimes
- All food and rubbish waste to be disposed of in the bin
- Food is to be respected and eaten or taken home
- Throwing food is unacceptable

Stairwells

- Walk in stairwells/and on steps
- Keep left when using stairwells
- Walk quietly and orderly so that others are not disturbed
- Only use the stairwell for transiting between levels at appropriate times – no eating or sitting
- Ensure that you do not drop or throw any litter or food in this area



College Grounds

- Remain in 'in bounds areas' at all times
- Participate in College approved games only
- Follow the safety protocols for the outdoor gym/fitness playground
- Walk on concrete areas including stairwells
- Be sun safe; wear the College hat at all times outside of the classroom
- Remain in designated areas – know where you are permitted. Verandahs are out of bounds during lunch breaks
- During munch and crunch the amphitheatre and courts are out of bounds
- Behind the Hall is out of bounds
- Sitting in the entrance foyer is not permitted, apart from before school
- Sitting on verandahs during munch and crunch times is permitted
- Return borrowed equipment on time
- Interact fairly and demonstrate acceptance of others
- Care for the environment
- Move to class as soon as the bell rings
- Only sit in spaces where you are visible – sitting in stairwells, doorways or behind buildings is not permitted. These areas are out of bounds
- Lifts are only to be used by students who have been approved by Student Services, due to an injury making the use of stairs unsafe



COLLEGE EXPECTATIONS ♦ COLLEGE RULES ♦ TEACHING MATRIX

RESPECTFUL ♦ RESPONSIBLE ♦ LEARNER

Respectful and Responsible

Learning Hub

- Treat furniture and resources with respect
- Keep your shoes off furniture
- Follow staff instructions at all times
- Do not eat
- Ensure your bag is positioned so that it does not become a tripping hazard
- Be mindful of the volume of conversations so as not to disturb others
- Be inclusive at all times
- Upstairs – silent study/work ONLY or board games in the classroom spaces
- Downstairs – self-directed learning or casual activities
- Student toilets are upstairs
- Walk on the stairs
- If engaging in gaming or video viewing, either alone or as part of a group, please ensure appropriate behaviours – low volume of voices and sound on the device, respectful language and sitting using the furniture with respect. Please ensure you leave the Hub with sufficient battery charge for the remainder of the learning day



WIN Time

Outside school grounds

- Once through the school entrance near the traffic lights, move promptly and safely along the pathway to enter through the school gates. Do not loiter anywhere along the driveway or paths
- If arriving prior to the opening of school gates, please wait respectfully on the seats outside

Inside school grounds

- You are permitted to access your locker but not to remain on verandahs
- If you are out of uniform or will be leaving early, please report to Student Services to make appropriate arrangements before the start of the school day
- Please remain in the Learning Hub, Foyer or on Ground level until the bell rings



Learning Hub: Morning/Afternoons

- Upstairs – teacher support with school work and homework ONLY
- Downstairs – self-directed learning or casual activities

NB. If engaging in gaming or video viewing, either alone or as part of a group, please ensure appropriate behaviours – low volume of voices and sound on device, respectful language and sit using the furniture with respect. Please ensure you leave the Hub with sufficient battery charge for the remainder of the day

Bus & Bike Racks

- When transiting to bike racks or bus stop, ensure you use designated paths at all times
- Use your own bike/scooter
- Wear a helmet when riding or scooting to and from school
- Lock your bike/scooter in the bike rack
- Once through the College entry you are to walk your bike or scooter
- Leave class promptly and make your way directly to the bus stop for the bus
- Wait calmly at the bus stop, no rough housing
- Wait your turn
- Have your bus ticket / money/ bus pass ready
- On the bus - use polite language and remain in your seat. Do not eat
- Follow staff instruction at all times

Learner



- Know and understanding the Learning Intention and Success Criteria each lesson
- Understand the Guide to Making Judgement and what is required at each level
- Complete set tasks
- Monitor Seesaw for activities and feedback
- Plan for and meet deadlines
- Seek assistance and feedback when required
- Respond effectively to feedback on your work
- Take an active role in classroom learning experiences
- Keep your work organised
- Be an active listener
- Engage positively in the Planning for Personal Accomplishment Process
- Engage positively with and track your progress - Deep Learning Outcomes using the Learning Progressions
- Prepare for and lead conference between you, your teacher(s) and parent(s) during the allocated time
- Communicate with parents, carers and your teacher about your learning successes and challenges
- Prepare for Student Led conferences with confidence and enthusiasm
- Engage with the Foxwell Guide to Making Judgments – Effort and Learning Behaviour

In addition to the Teaching Matrix associated with our three College Rules, students and teachers engage with the *Guide to Making Judgments: Effort and Learning Behaviours* so that goals can be set to improve in these areas. This GTMJ forms the foundation of conversations between students and teachers, parents and students and parent, students and teachers, at parent teacher conference

Guide to making judgements – effort and learning behaviour

		EXCELLENT	VERY GOOD	SATISFACTORY	NEEDS ATTENTION	UNACCEPTABLE
EFFORT as a RESPONSIBLE LEARNER	As A LEARNER, the student:	<ul style="list-style-type: none">Consistently demonstrates <i>perseverance</i> by trying new things, pursuing improvement, seeking and acting on advice and positively adapting to changeIs consistently an active participant in all class activities and is an effective independent learnerDemonstrates <i>integrity</i> in his/her learning behaviour by always doing his/her best	<ul style="list-style-type: none">Regularly demonstrates <i>perseverance</i> by trying new things, pursuing improvement, seeking and acting on advice and positively adapting to changeIs regularly an active participant in all class activities and is an independent learnerDemonstrates <i>integrity</i> in his/her learning behaviour by regularly doing his/her best	<ul style="list-style-type: none">Usually demonstrates <i>perseverance</i> by trying new things, pursuing improvement, seeking and acting on advice and positively adapting to changeIs usually an active participant in all class activities and is usually an independent learnerDemonstrates <i>integrity</i> in his/her learning behaviour by usually doing his/her best	<ul style="list-style-type: none">Sometimes demonstrates <i>perseverance</i> by trying new things, pursuing improvement, seeking and acting on advice and adapting to changeIs sometimes an active participant in class activities and can be an independent learner with supportSometimes demonstrates <i>integrity</i> in his/her learning behaviour	<ul style="list-style-type: none">Rarely demonstrates <i>perseverance</i> in attempting tasksRarely participate actively in learningRequires regular support to work independently/rarely works independentlyRarely demonstrates <i>integrity</i> in his/her learning behaviour
	As a RESPONSIBLE student, the student	<ul style="list-style-type: none">Is consistently prepared for learning by always:<ul style="list-style-type: none">-bringing necessary equipment and materials to class-ensuring his/her iPad is charged and ready for learning-organising all materials and keeping these in good order-meeting deadlines	<ul style="list-style-type: none">Is regularly prepared for learning by mostly:<ul style="list-style-type: none">-bringing necessary equipment and materials to class-ensuring his/her iPad is charged and ready for learning-organising all materials and keeping these in good order-meeting deadlines	<ul style="list-style-type: none">Is usually prepared for learning by often:<ul style="list-style-type: none">-bringing necessary equipment and materials to class-ensuring his/her iPad is charged and ready for learning-organising all materials and keeping these in good order-meeting deadlines	<ul style="list-style-type: none">Is sometimes prepared for learning by:<ul style="list-style-type: none">-bringing necessary equipment and materials to class-ensuring his/her iPad is charged and ready for learning-organising all materials and keeping these in good order-meeting deadlines	<ul style="list-style-type: none">Is rarely prepared for learning by:<ul style="list-style-type: none">-bringing necessary equipment and materials to class-ensuring his/her iPad is charged and ready for learning-organising all materials and keeping these in good order-meeting deadlines
BEHAVIOUR that is RESPONSIBLE and RESPECTFUL student	As a RESPONSIBLE student, the student:	<ul style="list-style-type: none">Demonstrates <i>integrity</i> through his/her approach to learning by:<ul style="list-style-type: none">-consistently and promptly following teacher instructionsconsistently demonstrating care for the physical environment and the property of othersconsistently <i>serves</i> the school community by contributing positively to a safe, secure environment and meeting classroom expectations for behaviour	<ul style="list-style-type: none">Demonstrates <i>integrity</i> through his/her approach to learning by:<ul style="list-style-type: none">-regularly and promptly following teacher instructionsregularly demonstrating care for the physical environment and the property of othersregularly <i>serves</i> the school community by contributing positively to a safe, secure environment and meeting classroom expectations	<ul style="list-style-type: none">Demonstrates <i>integrity</i> through his/her approach to learning by:<ul style="list-style-type: none">-usually following teacher instructions-demonstrating care for the physical environment and the property of others<i>serving</i> the school community by usually contributing positively to a safe, secure environment and meeting classroom expectations	<ul style="list-style-type: none">Is inconsistent in demonstrating <i>integrity</i> through his/her approach to learning by sometimes:<ul style="list-style-type: none">-following teacher instructions-demonstrating care for the physical environment and the property of otherssometimes <i>serves</i> the school community by contributing positively to a safe, secure environment and meeting classroom expectations	<ul style="list-style-type: none">Rarely demonstrates <i>integrity</i> through his/her approach to learning by:<ul style="list-style-type: none">-infrequently following teacher instructions-demonstrating little care for the physical environment and the property of othersRarely <i>serves</i> the school community
	As a RESPECTFUL student, the student:	<ul style="list-style-type: none">Demonstrates <i>inclusivity</i>, <i>teamwork</i> and respectfulness in his/her conduct by:<ul style="list-style-type: none">-being consistently polite, using appropriate verbal and non-verbal communication skills and using exemplary manners-consistently respecting difference, appreciating diversity and demonstrating kindness-effectively collaborating with, supporting and encouraging others	<ul style="list-style-type: none">Demonstrates <i>inclusivity</i>, <i>teamwork</i> and respectfulness in his/her conduct by regularly:<ul style="list-style-type: none">-being polite, using appropriate verbal and non-verbal communication skills and using exemplary manners-respecting difference, appreciating diversity and demonstrating kindness-collaborating with, supporting and encouraging others	<ul style="list-style-type: none">Demonstrates <i>inclusivity</i>, <i>teamwork</i> and respectfulness in his/her conduct by:<ul style="list-style-type: none">-being polite, using appropriate verbal and non-verbal communication skills and using exemplary manners-respecting difference, appreciating diversity and demonstrating kindness-collaborating with, supporting and encouraging others	<ul style="list-style-type: none">Irregularly demonstrates <i>inclusivity</i>, <i>teamwork</i> and respectfulness in his/her conduct by sometimes:<ul style="list-style-type: none">-being polite, using appropriate verbal and non-verbal communication skills and using exemplary manners-respecting difference, appreciating diversity and demonstrating kindness-collaborating with, supporting and encouraging others	<ul style="list-style-type: none">Rarely demonstrates <i>inclusivity</i>, <i>teamwork</i> and respectfulness in his/her conductCollaborates with, supports and encourages other

To support staff in ensuring a safe and supportive school environment and adherence to school expectations there is a consistent Behaviour Referral Pathway.



The 2022 Behaviour Referral Pathway introduces a card system to help support both students and staff in regulating and managing student behaviour. The card system provides visual prompts of expectations and next steps for students.

Blue Card

Students may be issued a Blue card as part of their Personalised Learning Plan if it has been deemed necessary by a member of the SWEL team in consultation with Parent/Carer. The Blue Card provides permission to leave class and attend the Foxwellness Centre for a limited duration. Each Blue Card will have the child’s name and any conditions associated with their movement such as the agreed duration of attendance at the Foxwell Centre printed clearly on it. Students are required to show this card to their classroom teacher (or airdrop) prior to leaving the classroom. Students must be able to show any staff member, they encounter during their transition to the Foxwellness Centre, this card. Students are required to move directly to the Foxwellness Centre upon leaving class and return directly to class upon leaving the Foxwellness Centre.

Green Card

Students will be issued with a Green Card if their teacher has given them permission to leave the classroom for any reason. The card will have the date, students name, reason for being out of class, departure time and expected return time. Students are required to present this card to any member of staff as requested.

Orange Card

The Orange Card is a preventative feature of our Re-set process. It is an opportunity for a student to leave class when the teacher identifies they need time to self-regulate, prior to any problem behaviours occurring. The student must move directly to their Re-set class (a class identified on the Orange Card) upon exiting their timetabled class. The Orange Card will identify work to be completed. A student may re-enter their timetabled class during the same lesson if they feel they can do so successfully. The Orange Card is a supportive measure and no behaviour incident is recorded and no contact home is made. Students must present the Orange Card to the teacher in the Re-set class upon arrival and inform same teacher when they are exiting to return to their timetabled class. When the student re-enters their timetabled class they must do so without causing disruption.

Red Card

The Red Card is feature of our Re-set process. It is for use by the classroom teacher when a student has failed to remedy problem behaviour despite teacher intervention which could include but is not limited to: redirection and rule reminders. Teachers will issue this card in cases where student problem behaviour is ongoing and unacceptable. A behaviour incident will be recorded and teacher contact will be made home to inform of the incident. The student must move directly to their Re-set class (a class identified on the Red Card) upon exiting their timetabled class. The Red Card will identify work to be completed. A student may not re-enter their timetabled class during the same lesson. Students must have a restorative conversation and seek permission to re-enter the class prior to the commencement of the next lesson. If students fail to do this, they will not be permitted to re-enter class, instead they will return to the Re-set class for the duration of the lesson. Teacher will be required to ensure that learning continues. Students must present the Red Card to the teacher in the re-set class upon arrival.

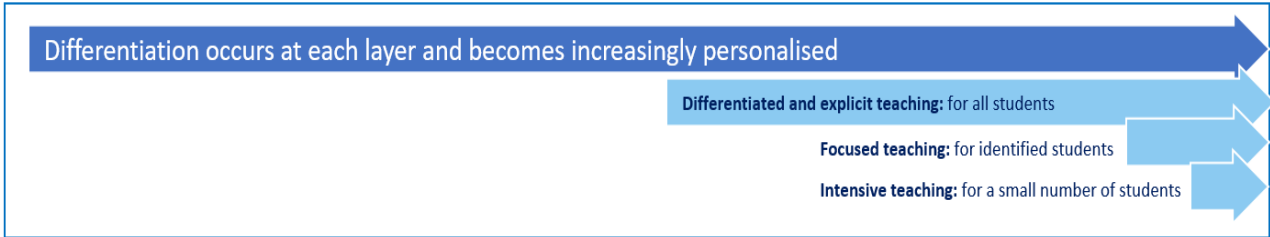
NB. If a student does not comply with the instruction on any of the cards, or does not follow teacher direction when issued with a card, logical consequences may be applied.

Differentiated and Explicit Teaching

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

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



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

Teachers gather evidence through formative assessment and general checking for understanding of student learning and personalise learning experiences and instruction on this basis both for academics and for behavioural expectations.

Foxwell State Secondary College prides itself on personalising learning so as to cater for the needs of all learners. Teachers create class action plans, in consultation with the Inclusion team, to put in place the best support for learning for all students.

Details of personalised interventions at the focussed and intensive teaching level will be documented in a student's Personalised Learning Plan whereas small group intervention programs, will be recorded as a support provision in OneSchool.

Guidance Officer provides confidential support for focussed or intensive teaching and is recorded in OneSchool in different places depending on the level of confidentiality required.

Students who receive intensive or focussed teaching arising from behaviour incidents, will have this documented as a support when actioning the incident in OneSchool.

Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill.

Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Foxwell State Secondary College's SWEL Team work collaboratively with class teachers to facilitate the delivery of focused teaching to students who need more support to meet expectations.

Focused teaching is aligned to the *College Rules Expectations* and *SPIRIT values* matrices plus the *GTMJ – Effort and Learning Behaviour*, and student progress is monitored by the classroom teacher/s to identify those who:

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

In addition, the college invests in evidence-informed programs to address specific skill development for some students. The selection of programs on offer are based on needs of students.

For more information about these programs please contact: Head of Department Student Success or the Guidance Officer.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual case-manager through the SWEL meeting process. The case-manager will, in consultation with the SWEL Team, oversee the co-ordination of their intervention support program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

This section of Foxwell State Secondary College's Student Code of Conduct provides links to relevant legislation which influences form and content of Queensland State school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class, the *Essential Skills for Classroom Management* will be used by teachers to respond to low level anti-social and disengagement problem behaviours. Teachers will follow the College's Behaviour Referral process to manage behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders, continue to display low-level problem behaviour.

A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to their Head of Students and Deputy Principal, through OneSchool for and/or discussion at a SWEL team meeting and/or determination of a disciplinary consequence and support.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teachers utilise the *Essential Skills for Classroom Management* in keeping with the College's Behaviour Referral Pathway to provide in-class or in-school disciplinary responses to problem behaviour.

This may include:

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

Focussed

Class teachers are supported by Heads of Department and/or Heads of Year and/or DP and/or Guidance Officer to address in-class on-going challenging behaviour.

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Check-in/Check-out strategy
- Behavioural contract

- Counselling and guidance support
- Self-monitoring plan
- Teacher/HoD or DP coaching and debriefing
- Referral to SWEL Team for team-based problem solving
- Stakeholder meeting with parents and external agencies.

Intensive

School leadership team work in consultation with SWEL Team to address persistent or ongoing serious problem behaviour.

This may include:

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

Determination of Consequences

Staff consider a student’s individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary absence.

Differentiated, Focused and Intensive Consequences, as listed previously, provide a broad guide to the range of responses that may be used to respond to problem behaviour, School Disciplinary Absences (SDA) may be necessary to address serious incidents, for example when student behaviour is of such intensity (e.g. severity) and / or frequency (e.g. repeated behaviour) that safety, wellbeing and learning of self and others is impacted negatively. The following table provides a **guide** on the **possible School Disciplinary Absences consequences** that different problem behaviour may attract depending on the circumstances.

Serious matters may also be referred to the Police for further investigation. Refer to Table 2 for Determination of Consequences for Serious Breaches

Foxwell State Secondary College Detention Framework

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

Principals set the rules for detentions, including when and where they are to happen and for how long, based on the age and circumstances of the individual student.

Detention is given to students in accordance with the school's *Student Code of Conduct* and within the parameters outlined in the *Safe, Supportive and Disciplined School Environment Procedure*.

Detentions at Foxwell can be applied during-school hours, out-of-school hours or on non-school days - a Saturday morning. Principals make a decision about what happens in their school in consultation with their school community.

Out-of-school hours and non-school-day detentions are supervised by the Principal or their appropriately qualified, delegate. At Foxwell SSC, Saturday detentions will be supervised by two appropriately qualified staff members and in accordance with a comprehensive risk management plan.

If a student fails to attend a detention, be it during-school hours, out-of-school hours or on a non-school day, this may be considered disobedience and the school Principal makes a decision about the appropriate course of action.

Examples of consequences for non-compliance during a detention or non-attendance at a detention may be the implementation of additional detentions, a discipline improvement plan or suspension.

For further information regarding detentions refer to <https://behaviour.education.qld.gov.au/procedures-guidelines-forms/disciplinary-consequences/Documents/fact-sheet-detention.pdf>

During-school Hours Detentions

During-school hours detentions may be issued to students by classroom teachers, Heads of Department, Heads of Year, Head of Inclusion, Deputy Principals and the Principal with the purpose(s) to catch up on missed classwork, make up for lost learning time due to late arrival to class, short-term truancy (no more than a single lesson), IT misconduct, lack of engagement in learning and/or other minor classroom disruptions which have interfered with learning. In addition, problem behaviours which disruptions during lunch breaks or before/after school can also be addressed using during-school hours detention.

The staff member who issues a during-school hours detention is responsible for supervising the student(s) during the detention and following up should the student be non-compliant whilst on detention or should the student(s) not attend an issued detention.

Additionally, during-school hours detentions may be issued by Heads of Student, Heads of Department, Head of Inclusion, Deputy Principals or the Principal to address problem behaviours which have occurred outside the classroom which could include misbehaviour on the school grounds, outside of school grounds or on-line and which has impacted the good order and management of the school.

If a student fails to attend a during-school hours detention(s), parents will be notified and an additional or escalated consequence may be applied. Examples of consequences for non-compliance during a detention or non-attendance at a detention may be the implementation of additional detentions, a discipline improvement plan or suspension. Additional consequences will be applied by the issuer of the detention but in consultation with Head of Department, head of Inclusion, Head of Student Success, DP and/or Principal

Examples of problem behaviours which may be addressed through during-school hours detentions can be found in Appendix 1.

Out-of-School Hours Detentions

Out-of-school hours detentions [before and after school] are a tool to address problem behaviour that is a serious enough breach of the *Student Code of Conduct* that a during-school hours detention(s) is not a suffice consequence or may not be effective in addressing.

Out-of-school hours detentions may be an escalating consequence to a problem behaviour that has been addressed by during-school hours detention(s) and yet the problem behaviour has continued. It could also be an escalating consequence for non-attendance at a during-school hours detention

Out-of-school hours detentions form part of the multi-tiered response to problem behaviours. These detentions can be issued by Heads of Students and Heads of Department, in consultation with Head of Department - Student Success, Head of Inclusion, Deputy Principal [DP] and Principal.

Out-of-school hours detentions run:

- Before-school - 7.30-8.30am [2 days/ week – days TBC]
- After-school - 3.00-4.00pm [3 days/week – days TBC]

The College will notify parents and may negotiate, within strict parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention supervision arrangements. Generally, parents will be provided with a minimum of 24 hours' notice unless there is mutual agreement for a shorter period of notice. It is important that out-of-school hours detention be completed as close to the problem behaviour occurring as possible so that the connection is retained between the problem behaviour and consequence.

Examples of problem behaviours which may be addressed through out-of-school hours detentions can be found in Table1.

Non-school Day Detentions - Saturday

At Foxwell State Secondary College, in seeking to achieve our goal of students flourishing, we believe in the importance of maximising a child's learning time on campus, and minimising disruption to classroom learning for all students.

In attempting to maximise on campus learning time for all students, non-school day detentions -Saturdays, ensures that students have continuity of access to learning whilst also being held accountable for accepting a consequence for a serious problem behaviour

Non-school day detentions will occur on Saturdays – 8.30-12.30pm.

One non-school day detention is equivalent to 1 school day of suspension.

The purpose of non-school day detentions (Saturday) is three-fold:

- to provide an opportunity for students to effectively engage in reflective and/or restorative justice activities to develop better understanding of the problematic nature of their behaviour and its impact on self and others and to develop strategies and replacement behaviours for the future.
- to reduce the number of SDAs (school disciplinary absences) due to either long (11 to 20 days) or short (1-10 days) suspensions. Unfortunately, when students are absent from school during a suspension, despite best efforts from both the school, the student(s) and their families, learning is often negatively impacted due to the lack of opportunity to engage in face-to-face learning.
- an opportunity for students to engage in self-directed learning activities to compensate for lost learning time due to tardiness, truancy, refusal to participate in program of instruction and/or failure to complete requisite homework or assessment within allocated timeframes.

Parents will be notified verbally and in writing (email) of the proposed non-school day, Saturday detention at least 24 hours before the detention is scheduled to occur and will be required to provide written consent.

Parents will be notified of:

- the location and duration of the detention;
- their responsibility to arrange travel/supervision to and from the detention, where appropriate.

The issuing of a Saturday detention, must be approved by the Principal or delegate.

Examples of behaviour that may be addressed, given consideration of a child's individual circumstances, by non-school day detentions may be found in the table, *Management of Major Disciplinary Matters in the Foxwell Student Code of Conduct*. In addition some example behaviours are included in Appendix 1.

The State Government supports schools through the Education (General Provisions) Act 2006 (Qld) in the use of Saturday detentions. Full policy can be found at – <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039#ch.12>

Saturday detentions ARE:

- a learning opportunity for students to better understand the nature and impact of their problem behaviour on self and others;
- an opportunity for students to build skills in self-understanding and connection, including empathy and compassion, self-regulation;
- an opportunity for students to develop strategies and socially appropriate replacement behaviours for the future;
- an opportunity for community service to occur, if in keeping with a natural consequence for the problem behaviour;
- an opportunity for students to engage in self-directed learning activities to compensate for lost learning time due to tardiness, truancy, refusal to participate in program of instruction and/or failure to complete requisite homework or assessment within allocated timeframes.

Examples of problem behaviours which may be addressed through non-school day detentions - Saturdays can be found in Appendix 1.

Principals must work within the current industrial framework to ensure adequate supervision for students attending on-school-day detentions. Supervisors are entitled to legal liability and worker's compensation as would apply in normal school hours. A minimum of two appropriately qualified staff members would be in attendance at all times.

Table 1.

Examples of problem behaviours which may be addressed by each detention type include but are not limited to the list below.

Detention consequences will be issued at the discretion of the Principal/Principal delegate.

During-school Hours Detention	Out-of-school Hours Detentions	Non-school Day Detention
<ul style="list-style-type: none"> • Classroom disruption • Failure to comply with teacher direction • Incomplete classwork/assessment • Lateness to school and/or class • Playground non-compliance • Uniform/appearance infringement 	<ul style="list-style-type: none"> • repeated pattern of behaviour across more than one area as outlined as consequence (above) for during-school hours detention; • escalated consequence for incomplete during-school hours detentions, despite multiple efforts by school staff to engage student in during-school detention, including contact home recorded; • physical aggression (low risk); • abusive language (peers and staff); • physical misconduct (involving objects etc). 	<ul style="list-style-type: none"> • a repeated pattern of low-level behaviour which interferes with the teaching and learning process for which other consequences have been unsuccessful in reducing repetition of problem behaviours; • a breach of the <i>Student Code of Conduct</i> which is considered major and would historically have accrued a short suspension and it does not involve any repeated risk to safety and wellbeing of self or others; • a repeated pattern of non-engagement in a program of instruction – non-submission of assessment despite opportunities for support, and prior application of consequences through during-school hours detention and outside-school hours detention. This consequence is more likely to be applied when a student is disengaged across multiple learning areas; • other serious matter, at the discretion of the Principal.

NB. Some disciplinary matters are so serious and involve such high-risk behaviours that any form of detention would not be a suffice consequence. Refer to table below for possible alternate consequences.

TABLE 2

Management of Disciplinary Matters ⁱ by Head of Student Success/Head of Inclusion/Deputy Principals/Principal

¹ **Major disciplinary matters** refer to disobedience, misconduct or other conduct prejudicial to the good order and management of the school of a more significant nature, which can only be dealt with by Head of Year, Head of Student Success, Head of Inclusion, Deputy Principals and/or the Principal.

² **Possible Consequences:** staff take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence. Our school draws upon a comprehensive range of strategies (previously described, differentiated, focussed and intensive) to consider when addressing individuals and their misbehaviour.

Foxwell State Secondary College

Category	Problem Behaviour	Definitions	Possible Consequences ²
Abusive Language	Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Occupational Abuse	Offensive language directed at a staff member	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
Bomb Threat/False Alarm	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Bullying	Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats/name calling.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Bullying	Ongoing bullying and/or intimidation of others.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Defiance	Defiance	Student refuses to follow adult directions.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Disrespect	Disrespect	Student is disrespectful or dismissive towards adults or students.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Occupational Disrespect	Student is disrespectful or dismissive towards adults.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Use/possession sexual items	Possession or sharing of pornographic material or sexual items/materials.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion

Category	Problem Behaviour	Definitions	Possible Consequences
Disruption	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible suspension
	Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
Dress code	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Harassment	Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
	Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
Physical aggression	Physical aggression	Student engages in actions involving physical contact with other students where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
	Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
	Occupational Violence	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Plagiarism	Plagiarism	Student has signed a person's name or claims someone else's work as their own.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension

Category	Problem Behaviour	Definitions	• Possible Consequences ⁱⁱ
Property misuse	Property misuse	Student engages in misuse of property, which could include but not limited to behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
Property damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Substance misconduct involving tobacco and/or other legal substances	Substance possession involving tobacco and other legal substances	Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
	Substance supply involving tobacco and other legal substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers & vaping device.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible Saturday detention or suspension
Substance misconduct involving illegal substances	Substance possession involving illegal substances	Student is in possession of or is using illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
	Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes and scales "baggies".	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Technology violation	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Use/possession of combustibles	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Use/possession of weapons	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Other	Misbehaviour	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion
Other	Criminal Misbehaviour	An offense serious or otherwise for which the student has been charged.	<ul style="list-style-type: none"> • Focused or Intensive • Consequences including possible exclusion

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 Foxwell State Secondary College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when all 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 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 Foxwell State Secondary College will be expected to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. 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.

It is not mandatory for the student or their parents to attend a re-entry meeting however in the interest of the student's future success, it is an expectation as it will assist in the student's successful re-engagement in school following suspension.

Arrangements

The expectation to attend the re-entry meeting will be communicated in the suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending unless it is a student with complex needs, in which case, the Head of Inclusion and/or the Guidance Officer may attend alongside 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, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the 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 in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer)
- 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 Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying including cyber
- Appropriate use of social media
- Student Code of Dress
- Student absence, lateness and early departure

Temporary Removal of Student Property

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

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

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

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

The following items are explicitly prohibited at Foxwell State Secondary College and will be removed if found in a student's possession. Further consequences including involvement of Queensland Police Service may also be applied:

- e-cigarettes, pod vapes, vape pens, box mods and vaporisers
- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities:

Foxwell State Secondary College Staff:

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

Parents/Caregivers of students at Foxwell State Secondary College:

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

Students of Foxwell State Secondary College:

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

Use of Mobile Phones and Other Devices

ICT Agreement

Foxwell State Secondary College is a BYOx iPad school. Our school's pedagogy and curriculum is specifically designed with the iPad placed as the central learning tool for both students and teachers. Teachers use the iPad as an environment to facilitate deeper engagement in the learning process, access higher order thinking skills and accelerate student-driven learning. The iPad Program is for all students from Years 7 to 12.

We acknowledge that schools are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program and that information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs. With the permission of the Principal, all students are permitted connection of their BYOx iPad to the school's network (including internet) in order to support and facilitate the student's educational program.

Responsibilities for using the school's ICT facilities and resources

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network
- Students are to be aware of occupational health and safety issues when using devices
- Parents/guardians are responsible for ensuring students understand ICT access and usage requirements
- Parents/guardians are responsible for appropriate internet use by students outside the school environment
- The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the use of ICT devices. Students have a responsibility to behave in line with these practices
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users. It is to be kept private by the student and not divulged to others
- Students cannot use another student or staff member's username or password to access the school network. Additionally, students should not divulge personal information via the internet or email, to unknown entities

- Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights
- Students are responsible for the security, integrity, insurance and maintenance of their BYOx iPad
- All files are to be scanned using appropriate virus software before being downloaded to the school's ICT network
- Follow any advice provided on best security requirements e.g. password protection and parental controls
- Any inappropriate material or unlicensed software must be removed before bringing the devices to school

It is unacceptable for students while at school to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • use the device in an unlawful manner • download, distribute or publish offensive content • airdrop offensive or inappropriate content • use obscene, inflammatory, racist, discriminatory or derogatory language • use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking • insult, harass or attack others or use abusive language • deliberately waste printing and internet resources • damage computers, printers or network equipment | <ul style="list-style-type: none"> • commit plagiarism or violate copyright laws • send chain letters or spam email (junk mail) • download viruses or any other programs capable of breaching the department's network security • use cameras anywhere considered inappropriate • invade someone's privacy by recording personal conversations or daily activities and/or the further distribution • take in / use device to cheat during exams or assessments unless expressly permitted by teacher |
|--|--|

All students are expected to have their iPad at school and charged, with enough space to save class work and install apps and books for educational and classroom purposes.

The Principal reserves the right to restrict student access to the school's ICT facilities and devices if access and usage requirements are not met or are breached. Restricted access will not disrupt the provision of the student's educational program.

Student:

I understand that the school's information and communication technology (ICT) facilities and resources as well as my personally owned BYOx device provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information from around the world.

While I have access to the school's ICT facilities and resources, including through the connection of my personally owned BYOx device to school ICT facilities:

- I will use it only for educational purposes
- I will not undertake or look for anything that is illegal, dangerous or offensive

- I will not reveal my password or allow anyone else to use my school account.

Specifically, in relation to internet usage, should any offensive pictures or information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home. If I receive any inappropriate emails or messages at school, I will tell my teacher. If I receive any at home, I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT facilities and resources (including the internet) to harass or offend anyone else.

I understand that I am permitted by the College Principal to connect my BYOx iPad to the College's network (including internet) in order to support and facilitate access to my educational program. I understand that I am not permitted to access cellular data while at school and that this is in breach of the Foxwell State Secondary College Student Code of Conduct.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT facilities and resources, appropriate action may be taken as per the College's Student Code of Conduct, which may include loss of access to the network for a period of time.

I have read and understood this procedure in accordance with the school's Student Code of Conduct.

I agree to abide by the above rules.

_____ (Student's name) _____
(Student's signature) _____ (Date)

Parent or guardian:

I understand that the school provides my child with access to the school's information and communication technology (ICT) facilities and resources (including the internet) for valuable learning experiences. In regards to internet access, I understand that my child's BYOx device will be connected to the school network and that this will give my child access to information from around the world; that the school cannot always control the content of the information accessed; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by my child. Additionally, I will ensure that my child understands and adheres to the College's appropriate behaviour requirements and will not engage in inappropriate use of the College's ICT facilities and devices. Furthermore, I will advise the College if any inappropriate material is received by my child that may have come from the College or from other students.

I understand that the College is not responsible for safeguarding information stored by my child on their personally owned BYOx device, nor information that my child may store on school ICT facilities and resources.

I understand that teachers will use Apple Classroom for the purpose of classroom instruction; that this is a Bluetooth connection; and that this connection does not extend beyond Bluetooth range.

I understand that the College does not accept liability for any loss or damage suffered to personal devices, including BYOx devices. Further, no liability will be accepted by the College in the event of loss, theft or damage to any device.

I believe my child understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT facilities and resources (including the internet) under the College rules. I understand where inappropriate online behaviours negatively affect the good order and management of the College, the College may commence disciplinary actions in line with this user agreement and the College's Student Code of Conduct. This may include loss of access and usage of the school's ICT.

I have read and understood this procedure in accordance with the Foxwell State Secondary College Code of Conduct.

I agree to abide by the above rules.

(Parent/Guardian's name) : _____

(Parent/Guardian's signature): _____ (Date)

Mobile Phones

In consultation with the broader school community, Foxwell State Secondary College has determined that use of mobile phones is not permitted during school hours.

It is College policy that students are only permitted to bring mobile phones to school if students have purchased a locker in which to safely store the device during the school day. Bringing mobile phones to school is not encouraged by the school because of the potential for theft. Phones must be stored (and turned off or to silent) in the secure phone lockers that are available to all students. Phones must be secured by 8.45am each day and not retrieved prior to 3pm. The school accepts no responsibility for lost phones or other digital technologies.

If parents need to be contacted due to an emergency, this can be done through Student Services. Parents are not permitted to email or message students during the school day. Students are not permitted to contact parents through email or message during the school day either as this is a breach of the Student ICT agreement. All contact between student and parent is to be made through Student Services.

Students may access their phone before and after school including at WIN (What I need) Time, in the Learning Hub from 8.00 - 8.30am and 3.00-4.00pm. If students have a before school class – their phone must be secured prior to the start of the lesson.

Confiscation

Students who breach our responsible use policy for their iPad or mobile phone will be required to hand in the item immediately, at the Student Services counter and will receive a receipt for the confiscated item. The item may be made available for collection by the

student from Student Services at the end of the school day for a first offence. For a second offence, (unless required to be kept for purposes of disciplinary investigation), it will only be returned in the presence of a parent. Should there be further offences, these will be deemed to be wilful disobedience and dealt with accordingly.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who use the College's ICT facilities, devices and personal devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access, confiscating the device and placing restrictions on usage.

Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

It is **unacceptable** for students at Foxwell State Secondary College to:

- share inappropriate images or content with other students through airdrop or any other digital means, including but not limited to messaging or email
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during the school day
- to disconnect from Apple Classroom at any time during a lesson, unless under express direction from the teacher
- access games or inappropriate applications during class time without express teacher permission
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, email and chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

Preventing and Responding to Bullying including cyber

As a Positive Education, New Pedagogies for Deep Learning and a Learner First School, Foxwell State Secondary College places wellbeing at the heart of what we do. Putting the learner first means focusing all activity within our school on the development of deeper learning outcomes. By measuring these outcomes and what enables their development, we support learners to contribute to others' lives and their communities in meaningful and fulfilling ways – we support them to succeed now and in the future. (Joanne McEachen – thelearnerfirst.com). The Australian Student Wellbeing Framework and Positive Education promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our vision for Foxwell SSC, in partnership with our community, is to grow life-long learners who will flourish as they move through all phases of their life. We seek to empower our students to feel good and do good, to be good at learning and good at life and to have a world of opportunities at their disposal.

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.

Foxwell State Secondary College has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the

Australian Student Wellbeing Framework:



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 Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. 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 in 2018, and at Foxwell State Secondary College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Students may receive disciplinary consequences for bullying or cyber-bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school. This would include images or reference to the school, its community, its students and its staff.

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 Foxwell State Secondary College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Anti-bullying Program - Students are aware of responsible reporting and strategies for dealing with harassment. Action for harassment is usually a three-stage process: non-punitive conflict resolution, then counselling and consequences for actions; then a possible suspension, if other avenues have been exhausted. Students need to report incidents of harassment when they occur, so that the situation does not become more serious and then be classified as bullying.

Student Anti-bullying Commitment

I promise not to bully.

I promise that I will not join the ranks of bullies.

I will not tease others, especially when I know it will hurt their feelings. I will not mock others because of their physical appearance.

I will not humiliate others because of their family's financial background. I will not ostracise others because of their performance in school.

I will not post something online that will make a person the object of ridicule.

I will not make others feel left out by shunning them from my group of friends.

INSTEAD,

I will respect my peers' opinions and choices.

I will remind myself that I am not superior to anyone. I will be brave enough to defend those being bullied.

I will be aware that making fun of others may actually cause them pain. I will resist the tendency to say something unkind.

I will only pass judgement to build up, not tear down. I will reach out to those being left out.

As a proud student of Foxwell State Secondary College, I know the importance of treating others as my equals. Thus, I make these promises today in an effort to stand up against bullies and to stand up for their victims.



Minimising Bullying

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- a transition program from primary to high school;
- identification and development of character strengths
- explicit teaching of SPIRIT Values in classrooms and at school assemblies
- empowerment of students to be upstanders and to speak up when needed.
- SWEL team members working with identified students through case management and targeted programs;
- undertaking annual survey of students regard their bullying concerns; and

Key Contacts to report bullying:

- Classroom teachers.
- Teaching Assistants
- Year 7 – Mrs Wilson – Head of Students,
- Year 8 – Mr Berrell, Head of Students,
- Year 9 – Mrs Arndt, Head of Students
- Head of Student Success – Mrs Bullock
- Head of Year – Engagement – Mr Kook
- Zana Schroeder, Deputy Principal – Yr 7 & Yr 8
- Dianne Nicolas, Deputy Principal – Yr 9.
- Kym Amor, Principal -

The following steps explain the actions Foxwell State Secondary College staff 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 timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

STAFF RESPONSE TO REPORT OF BULLYING

Students may initially report bullying to a classroom teacher, who then makes parent contact and a professional judgment about next steps.

These steps may occur in rapid succession or over a period of time, subject to the length of the investigation, the severity of the bullying and the comprehensiveness and duration of the Action Plans.

STEP 1	<p>Teacher/ Head of Year/Head of Students or DP whoever is the first point of contact:</p> <ul style="list-style-type: none"> • Provide a safe, quiet space to talk • Reassure the student that you will listen to them • Let them share their experience and feelings without interruption • If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours • Ask the student for examples they have of the alleged bullying (e.g., written notes or screenshots) • Enter a record of your communication with the student on One School as a contact, refer to Head of Students/DP • Notify parent/s that the issue raised by the child is being investigated and record contact on One School
STEP 2	<p>Head of Year/ Head of Students/DP:</p> <ul style="list-style-type: none"> • Gather additional information from other students, staff or family and from alleged 'bully' • Review any previous reports or records for students involved • Seek evidence of allegations, to answer: who, what, where, when and how • Notify parent of alleged bully that a reported incident is being investigated (this would occur if investigation is likely to span more than 1 school day and parent would not be notified of incident otherwise) • Record contacts and info on One School • Clarify information found through investigation, with student who reported bullying and check on their wellbeing
STEP 3	<p>Head of Year/ Head of Students/DP:</p> <ul style="list-style-type: none"> • Evaluate the information to determine if bullying has occurred or if it is another disciplinary matter. • If it is deemed either bullying record on One School as a behaviour incident • If deemed another disciplinary matter record appropriately on One School as a behaviour incident and apply consequences • Notify parent of perpetrator of bullying, that an investigation has been concluded and report the outcome of investigation. Record as contact as part of behaviour incident. • Meet with parent of perpetrator of bullying to discuss incident and disciplinary consequences as appropriate and inform that in addition, an Action Plan will be developed to support both their child and the victim. • Make a time to meet with the student who reported the bullying incident to discuss next steps • Ask the students what they believe will help address the situation • Engage the students as part of the solution • Provide the students and parents with information about Student Support Network • Meet with the student who reported the bullying and the perpetrator of bullying, to agree to a plan of action and timeline for the student, parents and yourself.
STEP 4	<p>Head of Year/ Head of Students/DP:</p> <ul style="list-style-type: none"> • Document the Action Plan in One School: '<i>Support Provision – Action Plan</i>' for the student who reported bullying and as '<i>Support and Intervention</i>' (through <i>Action incident</i>) for the perpetrator of bullying. • Share each students' redacted Action Plan with their respective parents and record, as a contact, on One School. • Complete all actions agreed with students and parents within agreed timeframes • Monitor student, who reported bullying and check in regularly on their wellbeing • Monitor student, who perpetrated bullying and check in regularly on their progress (as per the action plan) and wellbeing • Seek assistance from Student Support Network/SWEL team if needed

STAFF RESPONSE TO REPORT OF BULLYING

Students may initially report bullying to a classroom teacher, who then makes parent contact and a professional judgment about next steps.

These steps may occur in rapid succession or over a period of time, subject to the length of the investigation, the severity of the bullying and the comprehensiveness and duration of the Action Plans.

STEP 5	<p>Head of Year/ Head of Students/DP:</p> <ul style="list-style-type: none"> • Meet with the students: both victim of bullying and perpetrator of bullying, separately, to review situation • Discuss what has changed, improved or worsened • Explore other options, if required, for strengthening student wellbeing or safety • Record in One School as a <i>Student Contact</i> • Report back to each parent – record in One School as Parent Contact
STEP 6	<p>Head of Year/ Head of Students/DP</p> <ul style="list-style-type: none"> • Continue to check in with students on regular basis until concerns have been mitigated • Record notes of follow-up meetings in One School • Refer matter to DP/Principal within 48 hours, if problems escalate • Look for opportunities to improve school wellbeing for all students

When bullying occurs, what should be done?

By the students:

- Initially use appropriate responses to solve the problem (e.g. walk away);
- Seek intervention by reporting bullying to a teacher, support staff or parent;
- Demonstrate positive bystander behaviour, i.e be an upstander and tell a teacher, support staff or parent if they see another student being bullied; and
- Never ignore the situation.

By the parent

- Model appropriate behaviour at all times;
- Support the school's philosophy;
- Watch for signs of your child being bullied;
- Encourage your child to adopt the anti-bullying strategies taught at school;
- Instruct your child to immediately tell a teacher or support staff if they are bullied;
- Contact the school immediately and inform of any suspected bullying.

By college staff

- Model appropriate behaviour at all times;
- Reassure the individual that bullying is unacceptable. Listen to the student and ask what you can do to help;
- Use shared concern intervention tool as appropriate;
- Provide advice, intervene and monitor; and
- Record all reported incidents on OneSchool, and make a referral to the Head of Students/Deputy Principal as appropriate

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach a classroom teacher or the Head of Students for their year level. Deputy Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network 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 Foxwell State Secondary College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

measures **may** include contact with family, detention within school hours and outside school hours, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Cyber-safety and Reputation Management (CRM)

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

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a [guide for parents](#) with important information about cyber-safety and cyber-bullying, 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 cyber-safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Foxwell State Secondary College - 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](#).

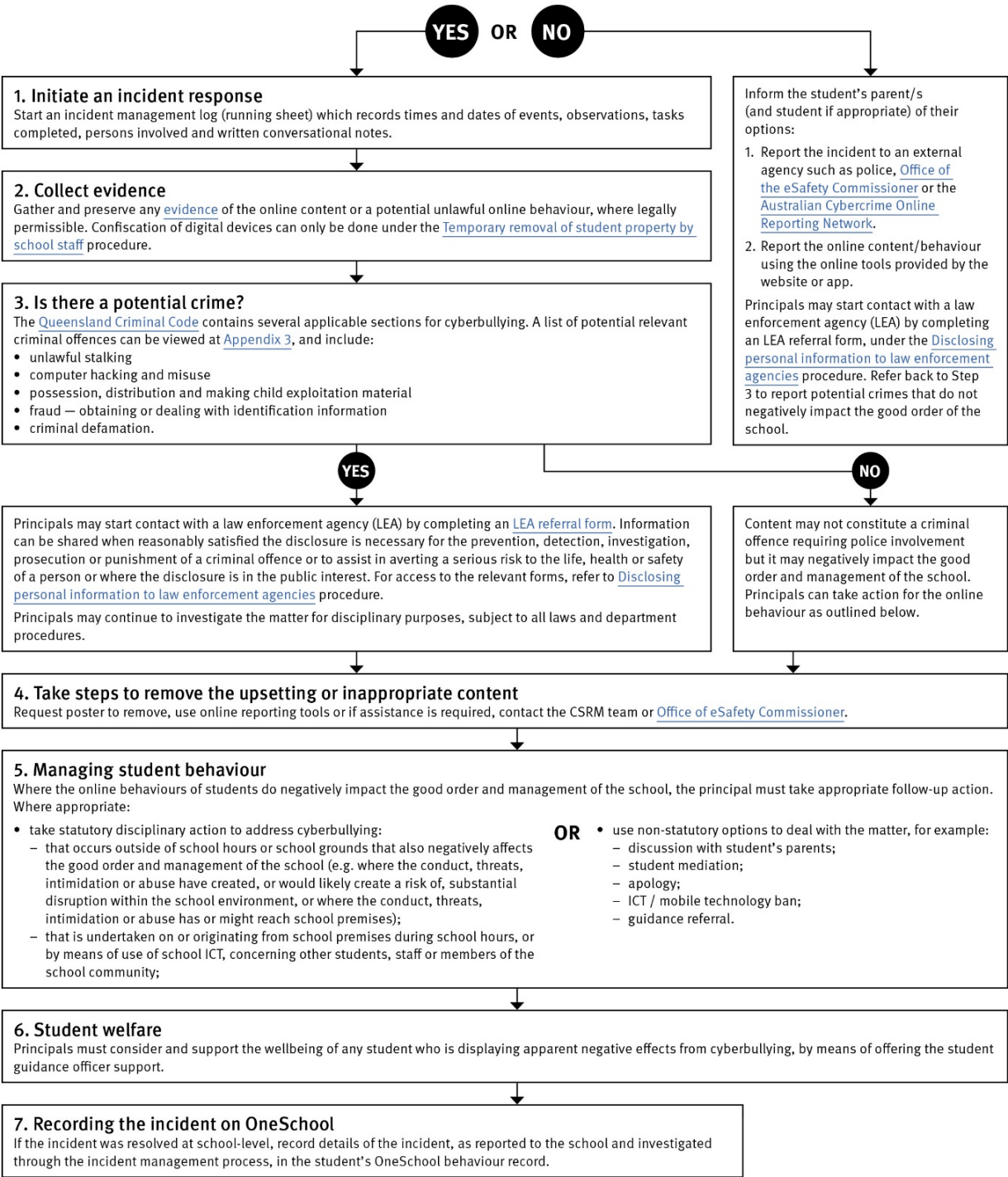
Explicit images

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?



Appropriate use of Social Media

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

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

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

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

Before you speak
THINK

T ~ Is it true?

H ~ Is it helpful?

I ~ Is it inspiring?

N ~ Is it necessary?

K ~ Is it kind?

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Student Dress Code

Introduction

As part of Foxwell State Secondary College's commitment to providing a safe and supportive learning environment for all members of its community the College has adopted a student dress code which reflects the College community standards and balances the right of individual students with the best interests of the whole College community. The school uniform is viewed as integral in encouraging a sense of self-esteem, belonging and self-discipline in our students.

Relevant Legislation and Policy

This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) ["The Act"], the Department of Education and Training policy SMS-PR-022: Student Dress Code and Sun Safe Strategy in relation to implementing student dress codes in Queensland State Schools. It explains and documents the standards of acceptable dress at Foxwell State Secondary College.

A copy of the Student Dress Code is provided to parents at the time of enrolment as part of the Enrolment Agreement and after periodic revision.

The Foxwell State Secondary College Uniform Policy was endorsed by the school Uniform Committee on 10 June 2019.

Expectations of Foxwell State Secondary Students

In accordance with this uniform policy, students are to wear the formal uniform or sports uniform (only on timetabled or approved days) when attending school, whilst travelling to and from school or when engaging in out of school activities. Students are to wear the formal uniform for all formal occasions such as excursions, public appearances, awards nights, school photos or other school functions as specified.

Consistent with this policy students are required to present at school in a neat and tidy manner at all times. By adhering to the Uniform Policy our students continue to promote a positive image of the school to our local community and demonstrate that the school has high expectations of its students.

Whilst this policy seeks to assist students and parents by identifying requirements and expectations for as many uniform and appearance items as possible, it should be noted that where a student's appearance and/or uniform may not be in keeping with the spirit of this policy and the school and community's values and expectations a conflict resolution/mediation process involving the student, parent/caregiver, Principal and a P and C Representative may occur.

Endorsement

The Foxwell State Secondary College community have endorsed the following expectations of students with regards to uniform and personal appearance.

This Student Dress Code was approved and endorsed by: Kym Amor, Principal on 10/06/2019

During the course of 2021 a number of aspects of the Student Dress Code were reviewed and approved at P & C meetings:

- Wearing of the Foxwell SSC sports jacket and wattle coloured Foxwell jumper with either formal/sports uniform
- Wearing of hair down unless participating in an activity where it poses a WH&S risk
- Opportunity to apply to temporarily wear a clear bar/stud in a fresh facial piercing for the duration of the healing process ONLY

Formal Uniform – Year 7-9



- Foxwell SSC pattern striped school dress (with school logo)

OR

Upper body

- Foxwell SSC pattern striped school blouse (with school logo)
- Foxwell SSC pattern striped formal shirt (with school logo)

NB. If being worn, undershirts must be not be visible outside/through the uniform (e.g.T-Shirts, Tank Tops or singlets).

Lower body

- Foxwell SSC Ink blue skirt – minimum length – just above the knee to a maximum length upper calf
- Foxwell SSC Ink blue culottes – minimum length – just above the knee
- Foxwell SSC Ink blue dress shorts – minimum length – just above the knee
- Foxwell SSC Ink blue long pants

Headwear

- Foxwell SSC formal hat (with school logo) to be worn with Formal Uniform
- Foxwell SSC bucket hat (with school logo) to be worn with Sports Uniform

NB. Caps, beanies, balaclavas, knit caps with ear flaps or other similar headwear are not permitted.

Sports Uniform (All Year Levels)



- Foxwell SSC sports polo shirt (with school logo)
- Foxwell SSC Ink blue sports shorts (with school logo) – just above the knee

Winter Uniform (All Year Levels)

During the colder months the following items are acceptable:

- Foxwell SSC Wattle coloured knitted jumper (with school logo) – **can be worn with Formal or Sports Uniform**
- Foxwell SSC Ink blue jacket (with school logo) – **can be worn with Formal or Sports Uniform**
- Foxwell SSC Wattle coloured knitted jumper can be worn under the Foxwell SSC ink blue sports jacket
- Foxwell SSC Ink blue track-pants, worn at full length (with school logo) – **to be worn with Sports Uniform**
- Ink blue stockings/tights
- Foxwell SSC Ink blue scarf (with school logo)

Footwear

Socks

- White school crew sock with stripe (compulsory for school events - photos etc)
- Plain white crew socks [no visible branding] are permitted on a daily basis [exception of school events]
- Minimum length 5cm above the ankle, maximum length base of calf

Approved Appropriate Socks

White Crew Sock	White Crew Sock	White Crew Sock	White Crew Sock	White Crew Sock
✓	✓	✓	✓	✓

Unapproved Inappropriate Socks

Ankle Sock	Multi-Coloured Sock	Coloured Sock with Logo	Invisible Sock	Knee-High Sock
✗	✗	✗	✗	✗

Shoes

- Footwear must be ALL plain, black leather shoes or plain ALL black leather joggers. All footwear must be fully enclosed and below the ankle.
- Black shoe laces only
- No ankle boots, work boots, Doc Martins, ballet flats or other shoes which do not cover the upper part of the foot are permitted.
- Slip-on shoes are not permitted
- Sport specific footwear may be worn during sporting activity

Approved Appropriate Shoes

				
Leather Jogger	Leather Jogger	Leather Jogger	Leather Lace Up	Leather Lace Up
✓	✓	✓	✓	✓

Unapproved Inappropriate Shoes

				
Ballet Flat	Ballet Flat with Strap	Canvas Lace Up	Canvas Lace Up	Canvas Slip-on
✗	✗	✗	✗	✗

NB. Leather shoes are a Workplace Health and Safety requirement and are mandatory for students to enter many learning spaces in our College, including but not limited to, Science laboratories, Technology workshops and kitchens. Students may be withdrawn or prohibited from activities, under Workplace Health and Safety legislation if wearing inappropriate footwear and/or other PPE [Personal Protective Equipment]. Students are permitted to change into approved footwear in order to access the curriculum but upon leaving the activity, students must be wearing plain black leather shoes. These include sports shoes for sport, steel-capped work boots in design or ballet/dance shoes for dance.

Jewellery

- One flat ring
- Two (2) pairs of plain studs or sleepers worn in the lower lobe of the ears (studs no more than 5mm in diameter, sleepers no more than 10mm in diameter)
- One watch
- One item of necklace jewellery may be worn if it is of cultural or religious significance following negotiation with the school Principal and parents/ caregivers. It must be long enough to be concealed out of sight under the shirt.

Any item of approved jewellery may still be required to be removed in subjects or activities for safety reasons under Workplace Health and Safety Legislation.

Wearing earrings in the ear, other than in the lower lobe is not permitted.

Wearing of facial piercings and other visible body piercing jewellery is not permitted. Facial piercings include, but are not limited to: nose, lip, chin, eyebrow and tongue piercings.

For students who have unhealed facial piercings, clear plastic studs/bars, which do not protrude and are not clearly visible for the period of healing, after which they must be removed, may be permitted, **upon application to the Principal.**

Hair

- Hairstyles must be neat, clean, tidy and well-maintained
- Bright unnatural hair colours are not acceptable. Natural toning only is permitted.
- Hair ribbons or hair bands in any of the school’s colours may be worn (ink, gold or white).
- Other hair accessories such as bandanas, beanies, brightly coloured or patterned headwear, tiaras, feathers, or beads are not permitted.
- Long hair (below the shoulder) must be tied back or in a hair net for all practical lessons and activities as required by Workplace Health and Safety Legislation and at teacher discretion, regarding safety risk.

Make-Up and Nails

- Discreet sun factor make-up may be worn as part of the Sun Safety in Secondary Schools guidelines.
- Eyeliner, eye shadow, mascara, lips stick/lip-gloss and other make-up are not permitted.
- Clear nail polish only is permitted.
- Due to Workplace Health and Safety requirements acrylic or artificial nails, of any kind, are not permitted.

Students will be required to remove offending items.

School Bag

			
X	X	X	X
			
✓	✓	✓	✓
			

The preferred school bag is the Foxwell SSC backpack with school logo.

Any other plain navy backpack is acceptable. No logos, colours or variations permitted.

Sun Safety

In accordance with the *Sun Safety in Secondary Schools guidelines*:

- Students are required to wear the appropriate Foxwell State Secondary College sun-safe hat when outdoors at all times. This includes during lunch breaks, curriculum time, before and after school and traveling to and from school.
- Students without hats and who have been issued a uniform variation slip will be directed to remain in shaded areas.
- Students will be provided access to sunscreen during lunch breaks and curriculum time.

Tattoos

- In keeping with our school culture, Foxwell State Secondary College has a no visible tattoo policy. The school acknowledges that tattoos are part of some religious and cultural beliefs and practices. Students who have a visible tattoo are required to have it covered at all times whilst at school or on school activities.

Out of Uniform Procedure and Consequences

Not wearing the uniform correctly is a breach of the Student Dress Code.

Prior to the commencement of the school day any student out of uniform is required to report to Student Services.

- If the student has a completed and signed *Application for Temporary Uniform Variation* or *Application for Temporary Wearing of a Clear Facial Piercing*, and if approved, staff will provide a variation slip which excuses a temporary inability to comply with the Student Dress Code.
- If the student does not have a completed and signed *Application for Temporary Uniform Variation* or *Application for Temporary Wearing of a Clear Facial Piercing*, the student will be asked to contact a parent/carer to see if the Dress Code breach can be rectified by bringing the appropriate item to school. If at this point, the parent/carer seeks to apply for a Temporary Variation with an approved reason, the student will be issued with a variation slip. If at this stage, parent/carer does not seek to apply for a Temporary Variation with an approved reason, the student will be issued with a uniform variation slip in addition to a 20-minute detention which will be completed during lunch from 11.40 -12 midday.
 - Refer to Breach of Student Dress Code Pathway on next page for further details of process.
 - Find *Application for Temporary Uniform Variation* or *Application for Temporary Wearing of a Clear Facial Piercing* form on pp71,72
- If a student does not attend Foxwell State Secondary College or school related activities in the correct uniform, Education Queensland Policy (October 2006) fully supports the Principal or nominees in the following actions:
Students who fail to follow correct procedures or who do not present documentation from Student Services regarding alternative arrangements will have one of the following sanctions imposed:
 - Complete a 20-minute detention,
 - Be prevented from attending or participating in any activity for which a student is representing the school; or
 - Be prevented from attending or participating in any school activity that is not an essential school educational program.

If the student persistently fails to wear the correct uniform, appropriate conflict resolution/mediation on strategies are used with parents/caregivers, the student, P and C Representative and School's Administration present. Where a student wilfully and deliberately chooses not to adhere to the Student Dress Code and does not qualify for an exemption, their actions may breach the school's Student Code of Conduct and consequences may be applied accordingly.

Exemptions

The exemptions to the Student Dress Code may include students whose physical impairments prevent their ability to conform to the Dress Code or students whose families have religious or cultural grounds for conscientious objection. Grounds for non-compliance with the student dress code will be considered on a case-by-case basis by the Principal.

Newly enrolled students or families experiencing genuine hardship may contact the Principal to make arrangements for the loan of clothing for a limited period only.

BREACH OF STUDENT DRESS CODE PATHWAY

STUDENT IS IN BREACH OF STUDENT DRESS CODE



BEFORE SCHOOL STUDENT REPORTS TO STUDENT SERVICES

DOES THE STUDENT HAVE A COMPLETED AND SIGNED APPLICATION FOR TEMPORARY UNIFORM VARIATION? OR SIGNED APPLICATION FOR TEMPORARY WEARING OF CLEAR FACIAL PIERCING?

YES

TEMPORARY UNIFORM VARIATION APPROVED

UNIFORM VARIATION SLIP ISSUED THROUGH DAYMAP

STUDENT TO PRESENT SLIP TO STAFF UPON REQUEST

NO

CAN BREACH BE RECTIFIED IMMEDIATELY?

YES

STUDENT IMMEDIATELY RECTIFIES

NO

STUDENT CALLS HOME TO REQUEST ITEM BE DELIVERED TO SCHOOL

ITEM DELIVERED

YES

STUDENT RECTIFIES

NO

PARENT/CARER PROVIDES APPROVED REASON

YES

TEMPORARY UNIFORM VARIATION APPROVED

UNIFORM VARIATION SLIP ISSUED THROUGH DAYMAP

STUDENT TO PRESENT SLIP TO STAFF UPON REQUEST

NO

UNIFORM VARIATION SLIP ISSUED

20-MINUTE DETENTION ISSUED THROUGH DAYMAP

STUDENT TO PRESENT SLIP TO STAFF UPON REQUEST

A STUDENT WHO DOES NOT PRESENT TO STUDENT SERVICES PRIOR TO 9AM [UNLESS ARRIVING LATE] TO SEEK A UNIFORM VARIATION WILL AUTOMATICALLY RECEIVE A 20-MINUTE DETENTION FOR NOT FOLLOWING PATHWAY

STAFF TO BE VIGILANT IN MONITORING UNIFORM

- CHECK UNIFORM AS PART OF ENTRY PROCEDURE – ASK FOR VARIATION SLIPS AND SEND STUDENTS TO STUDENT SERVICES IF SLIP CANNOT BE PRODUCED.
- HATS TO BE BROUGHT INTO CLASS AND PLACED UNDER CHAIR, EVERY LESSON.
- ENSURE ALL STUDENTS LEAVE CLASSROOM WITH THEIR HAT.
- MONITOR HATS DURING BREAK TIME
- SHOES MUST BE FULL LEATHER TO ENTER – LABORATORY, WORKSHOP, KITCHEN OR CLASSROOM IF CARA DEEMS NECESSARY. NB. ENSURE RE-SET CLASS IS ARRANGED FOR STUDENTS TO ATTEND IF CANNOT ENTER LEARNING AREA [SIMILAR WORK TO PEERS MUST BE PROVIDED]

STAFF MAY ASK A STUDENT AT ANY TIME DURING THE DAY ABOUT THEIR UNIFORM AND EXPECT THAT ANY STUDENT OUT OF UNIFORM CAN PRODUCE A VARIATION SLIP.



Application for Temporary Uniform Variation

Date: _____

I wish to apply for a temporary uniform variation for my child:

_____ in _____ [roll class].

Today my child’s uniform is incorrect. I acknowledge that this is a breach of the Student Dress Code.

The reason for this Student Dress Code breach is:

This breach will be rectified by _____ (It is an understanding this date would preferably be within 24 hours).

I understand that there may some activities which my child may be restricted from participating in due to this uniform breach and that my child may be prohibited from attending a school event/excursion if not in full, correct Foxwell uniform.

I understand that this application may be denied and my child may be required to wear a borrowed uniform item.

Student Dress Code breach:

- ☐ Shoes
- ☐ Socks
- ☐ Shirt
- ☐ Shorts
- ☐ Jumper/jacket
- ☐ Hat
- ☐ Bag

Thank you for your consideration.

Parent /Carer name: _____ Signature: _____

Foxwell State Secondary College
T. 07 5555 3333 E. admin@foxwellssc.eq.edu.au
282 Foxwell Road, Coomera Q 4209 | PO Box 604, Upper Coomera Q 4209





Application for Temporary Wearing of Clear Facial Piercing

Date: _____

I wish to apply for my child to temporarily wear a clear bar/clear stud in a 'new' piercing. The clear bar/stud is not visible and does not protrude from the skin.

I acknowledge that wearing of facial piercings is a breach of the Student Dress Code. Wearing of jewelry items in pierced holes, with the exception of two plain sleepers or studs in the lower lobes of the ear, is prohibited.

My child requests to wear a clear bar/stud as they had a fresh piercing in their

_____ [position of piercing] on _____ [date].

My child will be able to remove the clear bar/clear stud on _____ [date].

After this date my child will not wear any jewelry in this pierced hole.

_____ in _____ [roll class].

Student Dress Code breach:

☐ Clear bar

☐ Clear stud

Thank you for your consideration.

Parent /Carer name: _____ Signature: _____

Foxwell State Secondary College
T. 07 5555 3333 E. admin@foxwellssc.eq.edu.au
282 Foxwell Road, Coomera Q 4209 | PO Box 604, Upper Coomera Q 4209

Absence, Lateness and Early Departure

Absence

Students are expected to be in attendance at school every day of the school year unless there are extenuating circumstance such as illness or family emergencies. On those day when students are absent from school, parents are required to contact the school on (07) 5555 3333 and Select *Option 1* – College Absence line to leave a message, with details of the student's absence. This service is available 24/7.

Foxwell State Secondary College staff will send SMS messages to parents/caregivers of those students who are not in attendance at school by 9.30am each day. If parents/caregivers have already provided a reason for the student's absence on the College absence line, they will not receive an SMS message. Parents/caregivers are required to respond to the SMS indicating the reason for the student's absence.

Foxwell State Secondary College is required to follow Department of Education processes for enforcing parental obligation that a child of compulsory school age attends on every school day, for the educational program in which the child is enrolled.

Lateness

Students arriving to school late must report to Student Services to sign in, with a note of explanation from parents/caregivers. Persistent lateness contributes greatly to lost learning time and can be detrimental for the child's learning. Foxwell State Secondary College staff will make contact with parents/caregivers to discuss support should their child be persistently late to school.

Early Departure

Should a student, in extenuating circumstances only, be required to leave school prior to the end of the school day, the student must present a note to Student Services prior to the start of the school day. The student will be issued with an early departure pass which they show their classroom teacher at the beginning of the lesson from which they will be departing early. The student, at the designated time, then reports to Student Services where a parent/caregiver (as recorded on OneSchool) is required to collect them.

Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication & consultation with parents & 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. Selected staff are trained in MAPA [Management of Actual or Potential Aggression]. Should however these staff be unavailable and there is a situation where there is immediate potential threat to self or others, staff may be required to intervene following the six fundamental principles of Restrictive Practices.

Restrictive Practices at Foxwell State Secondary College may include:

- Seclusion
- Physical restraint
- Containment
- Mechanical restraint
- Chemical restraint
- Clinical holding

The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices' procedure**.

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Foxwell State Secondary College 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 a 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](#).