



Varsity College

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

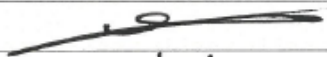
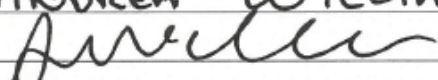
Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Endorsement

Principal Name:	Nigel Hughes
Signature:	
Date:	20/3/24.
P&C President:	ANDREW WILLIAMS.
Signature:	
Date:	20/03/2024.

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Purpose

Varsity College prides itself on having high expectations which aim to uphold a culture of excellence in learning. Varsity College is committed to providing a safe, respectful and responsible learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our Student Code of Conduct is designed to facilitate high standards of behaviour so that learning and teaching in our College is effective and students can participate positively within our College community. It outlines the approach to promoting positive behaviour, the range of student support provided and how the College responds to unacceptable behaviours. The 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.

Principal's Foreword

Varsity College is a Prep to Year 12 school which prides itself on a strong history of academic, sporting, cultural and community excellence. We provide each student with a pathway for personal success and achievement that continues in their life beyond school.

We are passionate about our students, and provide a warm and supportive environment in which all children can grow with confidence. Underpinned by our College values of Wisdom, Integrity, Courage, Compassion and Citizenship, we develop the 'whole child' by focusing on a student's signature strengths to realise their character and achieve to their potential.

The College prides itself on having very high expectations in terms of achievement, behaviour and appearance. It is important to us that all members of our College community understand and support the high expectations of being a Varsity College student.

P&C Statement of Support

As president of the Varsity College P&C Association, I am proud to support the Student Code of Conduct. We encourage all parents to familiarise themselves with the Varsity College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

We support Varsity College in committing to provide a safe, respectful and disciplined learning environment for all students, staff, parents and volunteers.

Any parents who wish to discuss the Varsity College Student Code of Conduct, and the role of families in supporting the behavioural expectations of students, are welcome to contact myself or to join the Varsity College P&C Association.

It is with your support that we can work collaboratively with College staff to ensure all students are safe, and appropriately supported to meet their individual social and learning needs.

Review Statement

As part of our ongoing commitment to continuous improvement, the Varsity College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

At Varsity College, we are committed to providing our students with the best possible start to schooling and the opportunity for every child to reach their full potential. We recognise the importance of guiding our students and College community towards our expectations for behaviour and learning.

All areas of Varsity College 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 academic education programs. Varsity College recognises the significant link between student engagement and academic, social and behavioural success.

It is our core belief at Varsity College that our students are positive and enthusiastic in their approach to learning. They are energised, self-motivated and goal driven. Our students take pride in their work and respond well to challenges. They are committed to continual improvement and will actively seek feedback to achieve their learning goals.

Additionally, for students to learn they must be engaged, which means they are paying attention and feel energised, intrigued and inspired to learn (R. J. Marzano, 2017). At Varsity College our high quality curriculum and pedagogy, and our understanding of the importance of student engagement strategies ensures our students are provided with the best opportunity to reach their full potential.

Our College Values encapsulate our expectations for each and every student:

- Wisdom
- Courage
- Compassion
- Citizenship
- Integrity

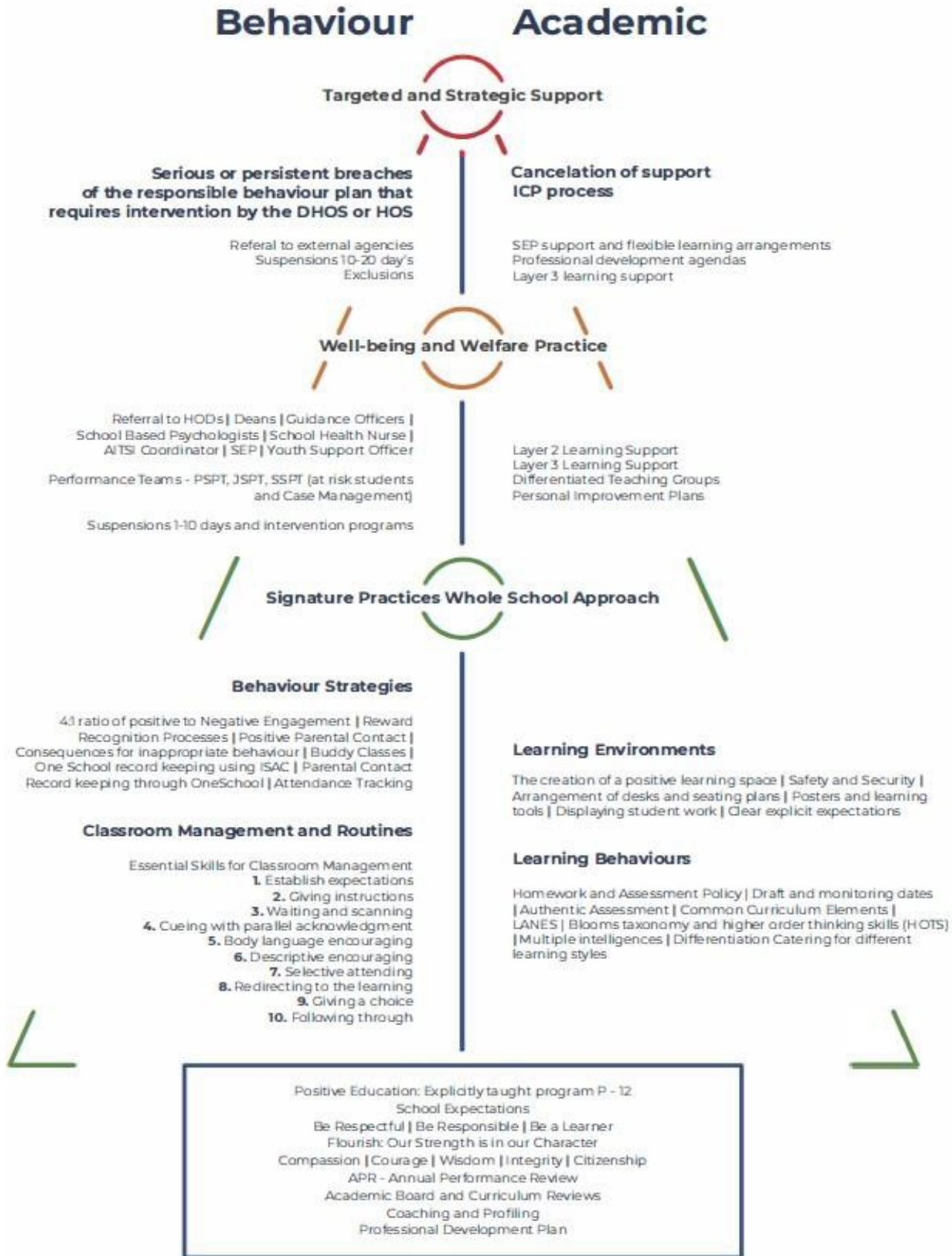


Underpinning our College Values is our school code:

- Be Respectful
- Be Responsible
- Be a Learner

Multi-tiered System of Support

At Varsity College, we use a multi-tiered system of support as the foundation for our integrated approach to learning, behaviour and wellbeing. This includes a three-tiered approach which encompasses a proactive and preventative, differentiated model grounded in practical strategies, targeted planning and data informed decision making. Based on a problem-solving model, College staff match increasingly intensive interventions to the identified needs of individual students.



Consideration of Individual Circumstances

At Varsity College, we take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that 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 College, or the way our staff have responded to their behaviour, please contact the College.

Student Wellbeing and Support Network

Varsity College offers a range of programs and services to support the wellbeing of students in our College. We encourage parents and students to speak with their class teacher, 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 in learning. The Varsity College Student Learning and Wellbeing Framework supports our College by creating a positive school culture and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies and procedures and partnerships for learning and life.

PERMA-H Model

Varsity College has embraced the PERMA-H philosophy of wellbeing, which underpins all our endeavours in building a positive school culture.

Positive Emotion – Pastoral Care lesson

- *Neuroscience, Emotional Intelligence, Emotional Regulation, Growth Mindset & Resilience Skills*

Engagement

- *Self-regulation Skills, Choice & Decision Making Skills, Mindfulness Training, Harnessing Character Strengths, Common Classroom Practices, Visible Wellbeing*

Relationships

- *Respectful Relationship Education, Trauma Informed Practices, Inclusive Practices, Kindness Projects, National Day Against Bullying & White Ribbon Day, Positive Behaviour Guest Speakers*

Meaning

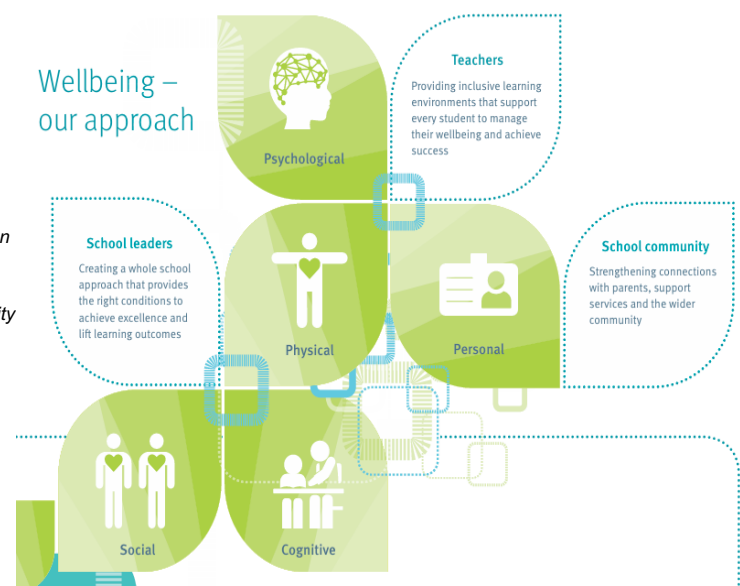
- *Targeted Charitable Careers, Generation Green, Local Cultural & Community Connection, Religious Instruction*

Achievement

- *Connect & PEAP, Goal Setting, Tracking & Strategist, Grit & Perseverance, Habit & Rituals*

Health

- *Health Promotion Events (World Health, HPE Week, R U OK Day, Mental Health), Wellbeing Wednesday, Health Guest Speakers (Physical & Mental)*



Curriculum and Pedagogy

Varsity College builds the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Varsity College acknowledges the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes.

Two key whole school programs that Varsity College employs to achieve these outcomes are the Positive Education Program (P.E.P.) and the Positive Behaviours for Learning Framework (P.B.L.).

Positive Behaviours for Learning (PBL) Framework

Varsity College adheres to the Positive Behaviours for Learning approach to explicitly, proactively teaching and modelling good behaviour. PBL principles encourage schools to be a positive place to learn and to teach students to behave at school; acknowledge students when they do the right thing; help students when they make mistakes; and work together with parents. The PBL framework supports schools to identify and successfully implement evidence-based, whole school practices, that enhance learning outcomes for children and young people.

By educating our students in the principles of Positive Behaviours for Learning, we are facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Clear expectations for student behaviour enable the College to maintain and create a positive and productive teaching and learning environment.

Policy and Expectations

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

Drug Education and Intervention

Varsity 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, College staff and the wider community. Our guidance officers and the School Based Youth Health Nurse service are integral to this support.

Specialised Health Needs

Varsity 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 school or school-based activities.

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

Medications

Varsity 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 medications, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental Health

Varsity College implements school-based support measures 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

Varsity College staff who notice suicide warning signs in a student, should seek help immediately from the College guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student, in the first instance, and where necessary provide first aid. In all other situations, Varsity College staff follow suicide intervention and prevention advice 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 the suicide of a student that has not occurred on school grounds, Varsity 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, a Varsity College staff member immediately enacts the Suicide Postvention Plan, communicates with the family of the student and ensures immediate support is provided to students and staff who may be affected.

Student Support Network

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

Students can approach any trusted staff member at Varsity College to seek assistance or support. If they are unable to assist them, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

One of the main features of the Varsity College support network is the performance team meeting process, where student needs are identified and planned intervention is formulated.

Varsity College is committed to creating and maintaining a positive and productive learning environment where all community members are supported and have a clear and consistent understanding of our expectations and the support we provide to meet these expectations.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the College network. These include Principal Adviser Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the relevant Head of School for the student's year level.

The following table outlines the roles and responsibilities for staff in the student support network.

Role	Responsibilities
First Nations	Heads of Department will provide educational support for Aboriginal and/or Torres Strait Islander students and promotes culture, community and builds capability in the First Nations focus of Varsity College.
Industry Liaison Officer	<p>This is a secondary specific role.</p> <p>Provide support regarding pathways beyond school for our students; linking them to training and employment so that clear post-school directions are established.</p>
Deans of Students	<p>Responsible for student welfare as designated in year levels. At Varsity College we have Deans of Students for:</p> <ul style="list-style-type: none"> • Prep to Year 2 • Year 3 and 4 • Year 5 and 6 • Year 7 • Year 8 • Year 9 • Year 10 • Year 11 • Year 12 <p>Deans ensure a continuity of contact for students and families is provided.</p> <p>Deans monitor attendance, behaviour and academic data to identify additional areas of need, via the performance team process.</p>
Guidance Officers	<p>Provide a comprehensive student support program within the College environment, offering counselling with students on a one-on-one basis or in a group setting.</p> <p>Assist students with specific difficulties, acting as a mediator or providing information on other life skills.</p> <p>Liaise with parents, teachers or other external health providers as needed as part of the counselling process.</p>
Deputy Principals	<p>Coordinate the transition of students from each year level to the next.</p> <p>The Deputy Principals at Varsity College are allocated to the following year levels:</p> <ul style="list-style-type: none"> • Prep to Year 2 • Year 3 and 4 • Year 5 and 6 • Year 7 and 8 • Year 9 and 10 • Year 11 and 12 • Prep to 12 Inclusive Education <p>Deputy Principals monitor attendance, behaviour and academic achievement to identify additional needs and to celebrate successes of students.</p> <p>Deputy Principals also lead the PBL program/ Positive Education Program.</p>

School-Based Youth Health Nurse Service	<p>This is a secondary specific role.</p> <p>Provides individual health consultations with assessment, support, health information and referral options related to:</p> <ul style="list-style-type: none"> • Healthy eating and exercise • Relationships • Personal and family problems • Feeling sad, worried and angry • Sexual health • Smoking, alcohol and other drugs <p>The service can be arranged as an outreach visit at school via the Guidance Officer or as an online support service via make bullet point symbols the same as other the Open-Door self-referral process (see Guidance Officer for this link).</p>
Social Worker	<p>Social workers support students to improve their personal and social wellbeing through identifying issues that require change and connecting students and their families with support. Social workers address challenges experienced by students across a range of mental health and wellbeing concerns and apply evidence-based interventions through personal and family counselling, therapeutic support and group work. Using a strengths-based approach, they work to maximise a student's engagement with education.</p> <p>Social workers also facilitate referrals to other allied health professionals and services and assist students and families in accessing this support.</p>
Regional Registered Nurse	<p>Works with College staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised needs.</p>

Whole School Approach to Discipline

All areas of Varsity College are learning and teaching environments. We consider every experience to be an opportunity for valuable personal and social learning, and we see active and pro-social behaviours from our students. At Varsity College we want the culture and climate of our College to support rigorous learning, and the personal development and wellbeing of every child.

Consideration of Individual Circumstances

The individual circumstances and actions of the student and the needs and rights of College community members are considered at all times. Varsity College considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable consequences for infringement of the Code ranging from the least intrusive sanctions to the most stringent;
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state; and
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time;
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - Receive adjustments appropriate to their learning and/or disability needs; and
 - Provide a written statement during the incident investigation process.

Differentiated and Explicit Teaching

At Varsity College we are committed to developing our young people to achieve their academic potential. As a College, we believe that every student is capable of successful learning. We respond to the diverse learning needs of our students by identifying differentiated teaching and learning across three levels of planning:

- Whole school curriculum plan
- Year level / subject plans
- Unit plans

Provision of Whole School Curriculum

The provision of a whole school curriculum is critical when responding to the diverse needs of the College community. Planning at a whole school curriculum level involves the following:

- Long term curriculum plans that respond to the needs of each year level;
- The assessing and reporting of all learning areas;
- The identification of appropriate engagement strategies for the diverse needs of learners;
- A whole school approach to pedagogy;
- A whole school approach to moderation;
- Strategic resource management;
- Completion of all Curriculum Activity Risk Assessment (CARA) documents.

Year Level and Subject Plans

At Varsity College, differentiated teaching and learning is planned for each learning area and/or subject in response to the learning of all students in a cohort. They ensure the effective coverage of all aspects of the relevant achievement standards for each learning area/and or subject area. These plans provide the following:

- Systematic delivery of the age appropriate Australian Curriculum;
- Effective and age appropriate pedagogies;
- Assessment information including mapping of achievement standards, summative assessment tasks, and moderation processes.

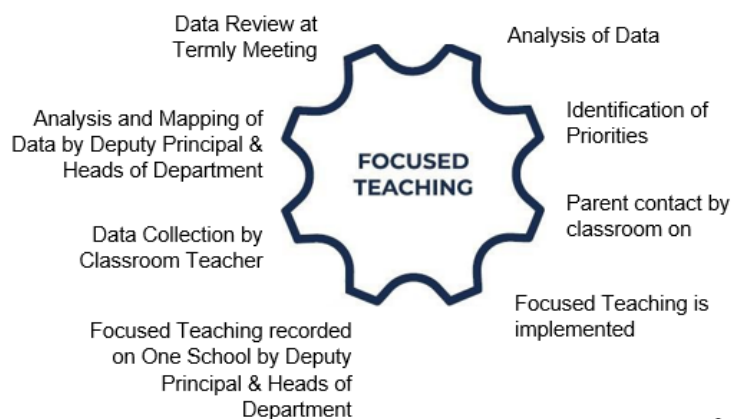
Unit Plans

At Varsity College we ensure differentiated teaching and learning is detailed in unit plans to respond to the needs of all students in the class. These plans provide the following:

- Content to be delivered per unit, in accordance with the Australian Curriculum;
- Formative and assessment tasks for the unit of work;
- Pedagogical practices and teaching strategies to differentiate teaching and learning;
- Teaching and learning adjustments for ICP students;
- Opportunities to provide students with feedback on their learning/work samples

Focused Teaching

Focused Teaching for Identified Students



- Focused teaching is provided by Deputy Principal & Heads of department (As either focused programs or targeted teaching and learning) for students who continue to demonstrate that they are not meeting year-level achievement standards.
- Some students require additional support to meet year-level expectations in a particular learning area/subject. Focused teaching provides additional support by revisiting key concepts and/or skills and using explicit and structured teaching strategies, in particular aspects of learning.
- Teachers collect student progress data. This is analysed and mapped by Deputy Principal & Heads of Department and reviewed on a termly basis by the team to determine priorities for the following term.

Intensive Teaching

Intensive Teaching for a Small Number of Students

- Inclusive Teachers provide support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, year-level expectation in a learning area. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge.
- Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum. Other students may require intensive teaching for a more prolonged period of time.
- Minimum of 6-12 months, before an ICP is considered.
- Is the student achieving any of the year level content descriptors?



Legislative Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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 Generals delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's Delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2017 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

Disciplinary consequences at Varsity College utilise a range of evidence-based responses to student behaviour, designed to redirect the student to their learning and engage them proactively and positively in the College community. The Learning and Wellbeing Framework responds to student behaviours that require a disciplinary consequence and is based on a model of least intrusive to most intrusive, focusing on proactive and preventative educational measures that decrease student misbehaviour and increase student engagement.

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

At Varsity College, these include our Common Classroom Practices, 10 Essential Skills for Classroom Management, Marzano's Engagement Strategies, College Values and College Expectations.

Some students may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders, continue to display low level problem behaviour. A continued pattern of low level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the College administration team immediately for determination of an appropriate consequence.

For a small number of students, a high level of targeted 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 through processes such as the Performance Team meetings and data interpretation.

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 College operations.

Differentiated Support

In managing low level or minor behaviours, Varsity College utilises a range of evidence based and agreed practices. Varsity College differentiated behaviour frameworks and practices include;

- Common Classroom Practices
- 10 Essential skills for classroom management.
- Marzano's engagement strategies.
 - Increasing response rates
 - Maintaining a lively pace
 - Motivating and inspiring students
 - Noticing when students are not engaging
 - Presenting unusual Information
 - Providing opportunities for students to talk about themselves
 - Using least intrusive to most intrusive

When unacceptable behaviours occur, the College seeks to ensure that responses are consistent and proportionate to the nature of the behaviour.

Consequences are to be applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Classroom teachers provide in-class or in-school disciplinary responses to low level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour

- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reset class (primary) or buddy class (secondary)
- Detention

Secondary School Targeted Interventions and Support

Class teachers are supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Discipline Improvement Plan
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Support

The leadership team at Varsity College work in consultation with appropriate Support Teams (Performance Team) to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (the Principal is reasonably satisfied that the student has been charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.)
- 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.

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)
- Exclusion (period of not more than one year or permanently).
- Charge related suspension

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the College and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the College 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.

The following table outlines and defines examples of inappropriate behaviour, and provides examples of possible outcomes or consequences for the behaviour.

Minor and Major Behaviours

Management of behaviour at Varsity College has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens and major problem behaviour is referred directly to the relevant person for investigation. This involves:

TYPE	RESPONSIBILITY
Minor behaviours	Teacher
Major behaviours	Dean Head of Department Head of Special Education Services
	Deputy Principal Principal Executive Principal

MINOR BEHAVIOURS	MAJOR BEHAVIOURS
<p>Definition</p> <ul style="list-style-type: none"> • Low level behaviours • Minor breaches of the College code • Do not seriously harm others • Do not violate the rights of others in any other serious way • Are not part of a pattern of problem behaviours • Do not require involvement of specialist support staff or administration 	<ul style="list-style-type: none"> • Significantly violate the rights of others • Put others/self at risk of harm • Continued pattern of minor problem behaviours • May require involvement of specialist support staff or Administration

Dealt with by	<ul style="list-style-type: none"> Teachers Incident recorded on OneSchool but not referred to Head of Department, Dean or Administration 	<ul style="list-style-type: none"> Require immediate referral to a Head of Department, Dean or Administration Where a major incident occurs, the following documentation is required: <ul style="list-style-type: none"> Incident report form to be completed by student/s Incident recorded on OneSchool
Possible Consequences	<ul style="list-style-type: none"> Expectation reminder A minor consequence logically connected to the behaviour Time out Referral to a Reset Class Reset Room referral Lunchtime or Friday afternoon detention Contact Parent/caregiver and record in OneSchool Removal from an activity or event 	<ul style="list-style-type: none"> Contact parent/caregiver and record in OneSchool Referral to Student Support Services Team Suspension Cancellation of enrolment Exclusion

(Please note these are listed alphabetically and not in order of severity)

MAIN BEHAVIOUR (One School)	UNACCEPTABLE BEHAVIOUR	DEFINITION	POSSIBLE OUTCOMES ¹
ABUSIVE LANGUAGE	Abusive language or gestures	Student delivers verbal or written messages that include swearing, name calling, or use of words in an inappropriate way in person or online.	<ul style="list-style-type: none"> Students will be instructed to cease the abusive language Referral to a Buddy Class Detention Suspension Suspension pending exclusion
ACADEMIC MISCONDUCT	Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism or using Artificial Intelligence (AI)	<ul style="list-style-type: none"> Detention Suspension as per Assessment Policy Suspension pending exclusion
BOMB THREAT/FALSE ALARM	Bomb threat/false alarm	Student delivers a message of possible threat or use of explosive materials being on campus, near campus, and/or pending explosion	<ul style="list-style-type: none"> Suspension Suspension pending exclusion
BULLYING	Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause continuous and ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> Support referral which can include – mediation, and program access to change this behaviour Withdrawal from break time Parent/Caregiver notification Detention Suspension Suspension pending exclusion

DEFIANCE	Defiance	Student refuses to follow directions given by school staff or talks back	<ul style="list-style-type: none"> • Buddy Class • Detention • Suspension • Suspension pending exclusion
DISRESPECT	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students	<ul style="list-style-type: none"> • Student instructed to cease the behaviour • Buddy Class • Detention • Suspension • Suspension pending exclusion
DISRUPTION	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour	<ul style="list-style-type: none"> • Teacher re-direction • Buddy Class • Detention • Suspension • Suspension pending exclusion
DISRUPTION	Facilitation by others	Encouraging or facilitating non-Varsity staff or students onto the school premises	<ul style="list-style-type: none"> • Detention • Suspension • Suspension pending exclusion
DISRUPTION	Misbehaviour	Serious behaviour that is prejudicial to the good order and management of the school	<ul style="list-style-type: none"> • Suspension • Suspension pending exclusion
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"> • Student will be asked to change into the correct uniform (where possible) • Detention • Removal from activity or event
FALSIFYING DOCUMENTS	Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<ul style="list-style-type: none"> • Detention • Suspension • Suspension pending exclusion
FIGHTING	Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> • Detention • Suspension • Suspension pending exclusion
HARRASSMENT	Harassment	Student engages in the delivery of harmful messages or communication in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> • Re-education program • Support Referral • Detention • Suspension • Suspension pending exclusion
HARRASSMENT	Encouragement of violence	Students encourage, facilitate, incite or record violence by others in person or online through social media	<ul style="list-style-type: none"> • Detention • Suspension • Suspension pending exclusion

HARRASSMENT	Occupational harassment and threats	The delivery of disrespectful threats 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"> • Re-education program • Support Referral • Detention • Suspension • Suspension pending exclusion
HARRASSMENT	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"> • Suspension • Suspension pending exclusion
PHYSICAL AGRESSION	Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> • Suspension • Suspension pending exclusion
PROPERTY DAMAGE	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Suspension • Suspension pending exclusion
PROPERTY MISUSE CAUSING RISK TO OTHERS	Property misuse	<p>Student engages in low intensity misuse of property.</p> <p>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	<ul style="list-style-type: none"> • Detention • Suspension • Exclusion • Suspension pending exclusion
REFUSAL TO PARTICIPATE IN THE EDUCATIONAL PROGRAM OF THE SCHOOL		Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> • Detention

SUBSTANCE MISCONDUCT INVOLVING ILLEGAL SUBSTANCES	Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations/vapes or implements	<ul style="list-style-type: none"> • Suspension • Suspension pending exclusion
SUBSTANCE MISCONDUCT INVOLVING TOBACCO AND OTHER LEGAL SUBSTANCES	Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements ¹	<ul style="list-style-type: none"> • Detention • Suspension • Suspension pending 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. This includes 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"> • Suspension of IT access • Detention • Suspension • Suspension pending exclusion
THEFT	Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property	<ul style="list-style-type: none"> • Detention • Suspension • Suspension pending exclusion
TRUANCY	Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> • Detention
TRUANCY	Truancy (Out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> • Detention
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 (eg matches, lighters, firecrackers, petrol, lighter fluid, aerosols)	<ul style="list-style-type: none"> • Suspension • Suspension pending exclusion
USE / POSSESSION OF WEAPONS	Use/possession of weapons	Student in in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm	<ul style="list-style-type: none"> • Suspension • Suspension pending exclusion
OTHER – CHARGE RELATED SUSPENSION	Charge related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> • charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 	<ul style="list-style-type: none"> • Charge related suspension

Students may also complete a re-education program whilst on suspension.

Suspension re-education programs

Students may be required to complete a re-education program whilst on suspension, prior to attending the re-entry meeting. Re-education programs will be relevant to the behaviour which led to the suspension. For example, One Punch Can Kill program for occupational violence or physical aggression, or Vaping Program for substance misconduct involving vaping.

Re-entry Following Suspension

Students who are suspended from Varsity College will be invited to attend a re-entry meeting on the day of (unless otherwise negotiated) their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the College. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for College staff to set the student up for future success and strengthen home-College communication.

It is mandatory for the student and their parent/s to attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are brief but important. They are kept small with only the Deputy Head of School or Dean of Students with the student and their parent/s. Following the re-entry meeting, students will be scheduled an appointment with the College Guidance Officer for additional support.

Deans, Deputy Heads of School, Guidance Officer to add a record of the meeting 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 focused on making the student and their family feel welcome back into the College community.

Possible agenda (but not limited to):

- 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
- Add proactive and intervention i.e. DIP / intervention programs
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable Adjustments

In planning the re-entry meeting, College 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

Varsity College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. We encourage all members of our College community to familiarise themselves with the responsibilities for students, staff and visitors outlined in the following policies:

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

Non-compliance with Appearance Policy

The college expectation is that all students enrolled at the College will apply with the Appearance Policy.

Consequences for students not meeting the Appearance Policy can include contact home to parents, prevention from participating in school activities, or detention.

Initially, students will be immediately asked to remove the item/s that are not part of the Varsity College uniform.

Students will be given two options to correct their clothing appearance:

- Option 1: Parents/caregivers may be contacted to bring the appropriate item to the College for the student; or
- Option 2: Students may borrow the item/s of clothing from Student Services.
 - It is a requirement that the uniform item/s are washed and ironed and returned to the College within three days after they were issued. If the item/s is not returned within this time frame, parents/caregivers will be billed for the amount of the item/s.
 - The clothing item/s will be retained in Student Services for collection by the students at 2.25pm on the same day.

For students that have had items confiscated for the first time, such as accessories/jewellery (e.g. necklaces, rings, headphones), they will have these items held in Student Services for collection by the student from 2.25pm on the Friday of the week the item/s was/were confiscated.

Any further jewellery or accessory offences will mean the item will be confiscated for the remainder of the term. Parents/caregivers will be required to collect the item/s from Student Services during the last week of that term.

All unclaimed items will be disposed of, or donated to charity, by Week 4 of the following term. If a student does not comply with the college Student Appearance Policy, the college's Executive Principal, or delegated officer, may impose one of the following sanctions:

- Detention of the student for a period mentioned in section 283(3) of The Act;
- Prevent the student from attending or participating in any activity for which the student would have been representing Varsity College;
- Prevent the student from attending or participating in, any college activity that, in the reasonable opinion of the college Executive Principal or delegate, is not part of the essential educational program of the school.

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 Varsity College staff member 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 Varsity College staff member will 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 Varsity College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, throwing stars, brass knuckles, chains)
- knives or tools of any type,
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** and related paraphernalia
- tobacco/cigarettes
- vaping equipment
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- laser pointers
- 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)
- takeaway food (delivered to school premises)
- glass items including drink bottles
- chewing gum

** 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

Staff at Varsity College:

- 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 College;
- 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;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Varsity College:

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

Students of Varsity College

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

Use of Mobile Phones and Other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies such as mobile phones and personal technology devices. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. In consultation with the broader school community, Varsity College has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, College staff and students.

Away for the Day Mobile Phone/ Personal Technology Device Policy

Varsity College understands that parents/caregivers may wish to provide their child with a mobile phone or personal technology device for ease of contact on the journey to and from school. Parents and students must understand that mobile phones and other electronic devices are brought to school at the owner's risk.

The College will not accept liability in the event of loss, theft or damage of any device. Given the College is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take mobile phones and/or personal technology devices to school. Parents/caregivers are reminded that in cases of emergency, the Student Services office remains a vital and appropriate point of contact.

Student mobile phones/devices are only to be used before and after school:

- Mobile phones/devices are to be switched off upon entry into the College grounds
- Kept out of sight within students' school bags
- Not hand held or kept in students' pockets
- Can then be turned on as the students are leaving the College grounds at end of day
- Personal technology devices, such as a smart watch, may be worn, but as a watch only and not for any other purpose with notifications switched off.

Parents are reminded that in cases of emergency, the Student Services office remains a vital and appropriate point of contact. Student Services can ensure your child is reached quickly and assisted in any appropriate way. If students use their mobile phone or personal device at school, that contravenes the "Away for the Day" policy there will be consequences for inappropriate use in line with the Student Code of Conduct.

The following behaviours are considered unacceptable:

- It is **not appropriate to record audio, film or photographic images** without the expressed permission of the subject and teaching staff. This constitutes an invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in **disciplinary action** and contravenes the *Invasion of Privacy Act 1971 (Qld)*
- The **publication or distribution** of audio, film or photographic images over a mobile or wireless network is a serious breach of the Student Code of Conduct and will result in disciplinary action
- The sending of messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and/or harassment or stalking, and will be subject to disciplinary action and potentially police investigation
- Mobile phone or electronic devices (including those with Bluetooth functionality) may not be taken into or used by students at exams or during class assessment unless expressly permitted by College staff

Consequences for Inappropriate Use

Consequences for students not adhering to the College *Mobile Phone and Electronic Device Policy* can include contact home to parents/caregivers, prevention from participating in College activities, or detention. Initially, students will be immediately asked to hand in the item to Student Services. The item will be retained in Student Services for collection by the student at the end of the day. Any further offences will mean the item will be confiscated and parents/caregivers will be required to collect the item from Student Services.

If a student does not comply with the college *Mobile Phone and Electronic Device Policy*, the College's Executive Principal, or delegated officer, may impose one of the following sanctions:

- Detention of the student for a period mentioned in section 283(3) of The Act
 - Prevent the student from attending or participating in any activity for which the student would have been representing Varsity College
 - Prevent the student from attending or participating in, any college activity that, in the reasonable opinion of the College Executive Principal or delegate, is not part of the essential educational program of the College
- Confiscation and/or withdrawing the right to bring a phone or other electronic device to school
- An internal suspension
- An external suspension
- Exclusion

Preventing and Responding to Bullying

Varsity College's policy is to ensure that all students and staff from all social, cultural, community and family backgrounds, and of all identities and all abilities, are able to learn in a safe and supportive environment, free from bullying, discrimination or harassment. Our College community has pledged to take positive steps to be truly inclusive and accepting of all, creating a positive school culture. Our students in primary and secondary applied their collective voice to develop this pledge:

Our pledge is:

At Varsity College we don't stand by, we stand together.

We all have the responsibility to make our community a positive place to be. We pledge to not humiliate, exclude or harm any member of our community and to treat all members with respect and demonstrate compassion. If we see any member of our community being humiliated, excluded or harmed we will stand up for them.

Everyone Belongs at Varsity College.

Proactive Prevention

Varsity College actively and explicitly promotes and teaches social and emotional competence through our Positive Education, Positive Behaviours for Learning, curriculum and common classroom practices, which are underpinned by the PERMA-H philosophy. The Federal Government's Bullying No Way website has informed the formulation of this policy to provide an evidence-based, proactive approach.

Defining Bullying

Varsity College utilises the National Definition of Bullying as defined by the Safe and Supportive School Communities Working Group. The National Definition of Bullying for Australian Schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/ or social behaviour that intends to cause physical and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power over one or more persons who feel unable to stop it from happening.

Bullying can happen 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 or digital records).

Bullying of any form or for any reason can have 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.

Main Features of Bullying

The three main features of Bullying are:

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm

Targeted Behaviour and Other Forms of inappropriate Behaviour

Behaviours that can be classified as targeted behaviours although do not constitute bullying include, but not limited to:

- 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

While not constituted as Bullying, any behaviour that does not adhere to the School Code of Be Respectful, Be Responsible, Be a Learner is unacceptable within the Varsity College school community and will be addressed by the appropriate staff members.

Cyberbullying

Cyberbullying is treated at Varsity 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 the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). Our Deans of Students 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 Varsity 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 College process for managing or responding to cyberbullying should be directed to the Heads of School.

Cyber Safety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

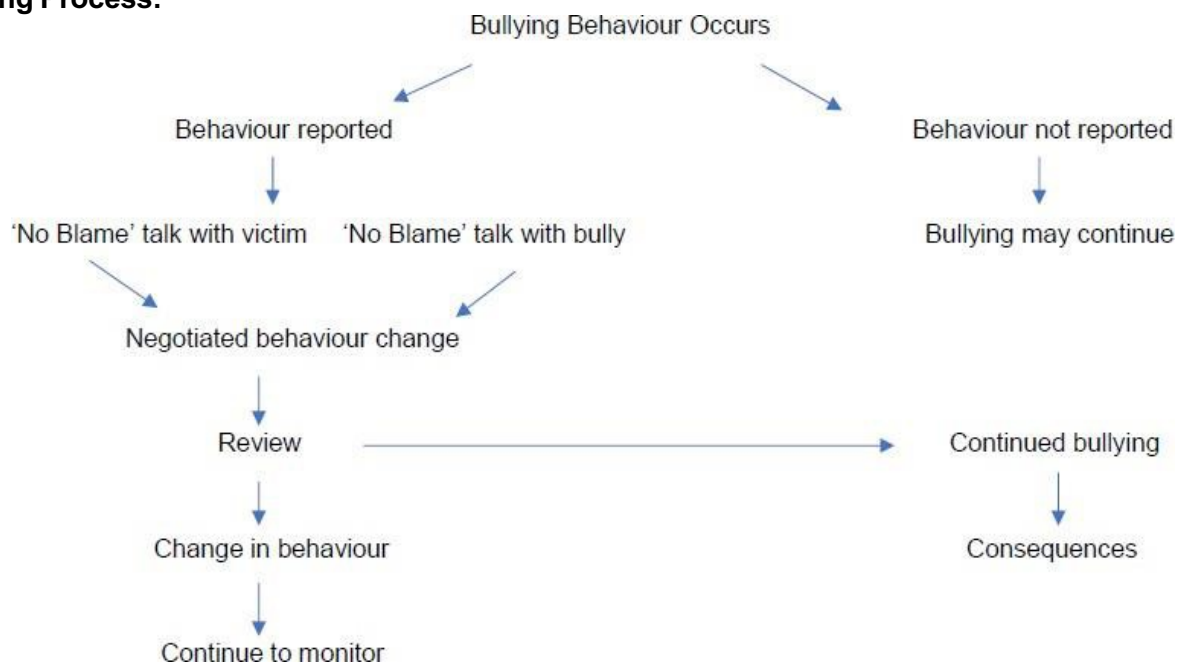
These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Responding: How to deal with bullying

Specific procedures and responses for students who report incidences of bullying at Varsity College are:

- Incidents are to be reported to teachers, support specialists, Head of Department, Dean or Deputy Head of School
- Statements may be made verbally or in writing (preferred) as an incident report or reported via school based online platform (eg. STYMIE) for Year 5 - 12
- Incidents will be treated seriously, heard and investigated
- Options will be presented to support the student being bullied (eg. mediation, buddy system, counselling) to ensure that the bullying has been addressed
- Any student who has bullied another student will be counselled and assisted to change their behaviour (eg. the 'no blame' approach, anger management and conflict resolution program, Buddy Class, guidance officer or support staff counselling)
- Incidences of bullying, including cyber bullying, may be referred to the QPS by parents/caregivers or the school (see appendix: How to Manage Online Incidents that Impact your School)
- Resistance to behaviour change and repeated offending by the student who has demonstrated bullying behaviours may lead to consequences ranging from detention, through suspension or exclusion. Students may also be referred to the Student Support Services Team for support
- College staff will work with parents and caregivers of all students involved to establish joint strategies for behaviour modification
- Incident reports will be noted on OneSchool in the profile of the student who has demonstrated bullying behaviour
- Mediation may be conducted if both parties agree

Reporting Process:



Varsity College Community Responsibilities

Students:

- Initially use appropriate responses to solve the problem (e.g. walk away, use assertive language)
- Seek assistance by reporting bullying or targeted behaviour to a teacher, support staff or parent
- Demonstrate positive bystander behaviour by supporting peers in a positive manner (i.e. tell a teacher, support staff or parent if they see another student being bullied/targeted)
- Never ignore the situation – always report any circumstances any instances of bullying whether in person or online

By the parent:

- Model appropriate behaviour at all times
- Know and talk with your child around the definition of bullying
- Encourage your child to utilise appropriate problem solving and conflict resolution strategies to immediately respond to and address bullying and targeted behaviour
- Encourage open communication and engage in reflective listening with your child around their experiences
- Watch for signs your child may be experiencing bullying or targeted behaviour, particularly if they are not talking with you about it (i.e. school avoidance, lowered level of wellbeing, anxiety, saying they have no friends)
- Support your child to immediately tell a teacher or support staff if they are bullied/targeted by other students
- Inform the school immediately of any suspected bullying

Staff:

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable
- Actively listen to the student and ask what you can do to help
- Encourage the student to utilise appropriate problem solving and conflict resolution strategies to immediately respond to and address bullying and targeted behaviour
- Act appropriately and in a timely manner to the student concern
- Provide support, intervene, monitor and refer to Dean of Students/Deputy Principal/Principal
- The College will provide ongoing professional development in recognising and responding to bullying, including cyber bullying

Key Contacts

Any questions or concerns about the school process for managing or responding to bullying, including cyber bullying, should be directed to the key contacts below:

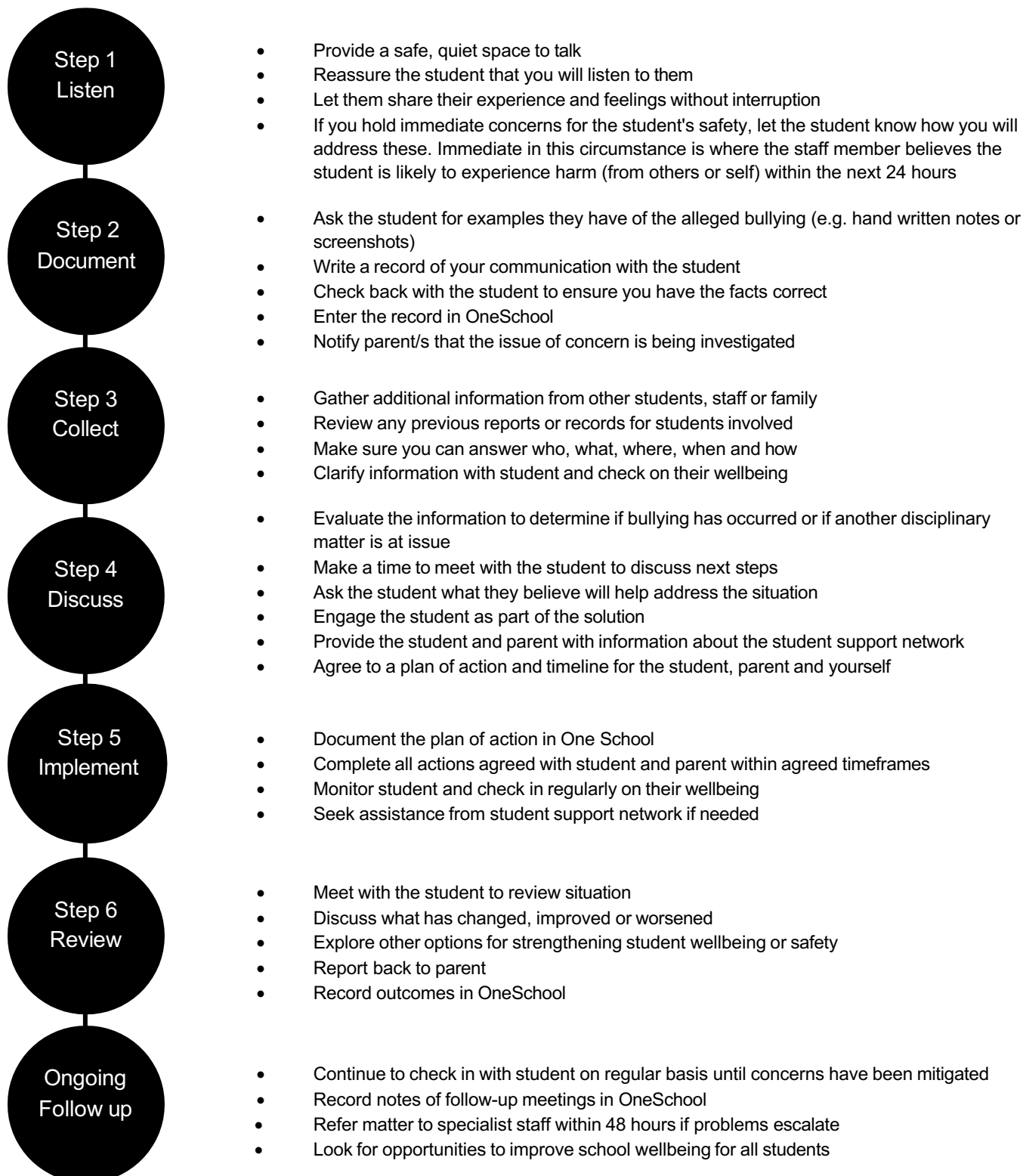
Prep to Year 6

- Class teacher, or
- Dean of Students P-6, or
- Deputy Principal

Year 7 to Year 12

- Form teacher, or
- Dean of Students, or
- Deputy Principal

Bullying response flowchart for school staff



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 College 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 College 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

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 College 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 College 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 College principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the social media provider

Restrictive Practices

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

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

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

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

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

Critical Incidents

It is important that all College 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 (eg. 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 to punish or discipline the student; it is a crisis management period only.

Staff need to be made aware of individualised support plans, and explicitly run through set strategies and expectations.

Staff should follow individualised support plans for any student involved in regular critical incidents. These would be recorded in line with departmental procedures and available for relevant staff.

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

All instances of critical incident responses will be recorded and reported in line with departmental process and procedures.

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

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

Complaints

Varsity 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 caregiver, you can express dissatisfaction with the service or action of the Department of Education, or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

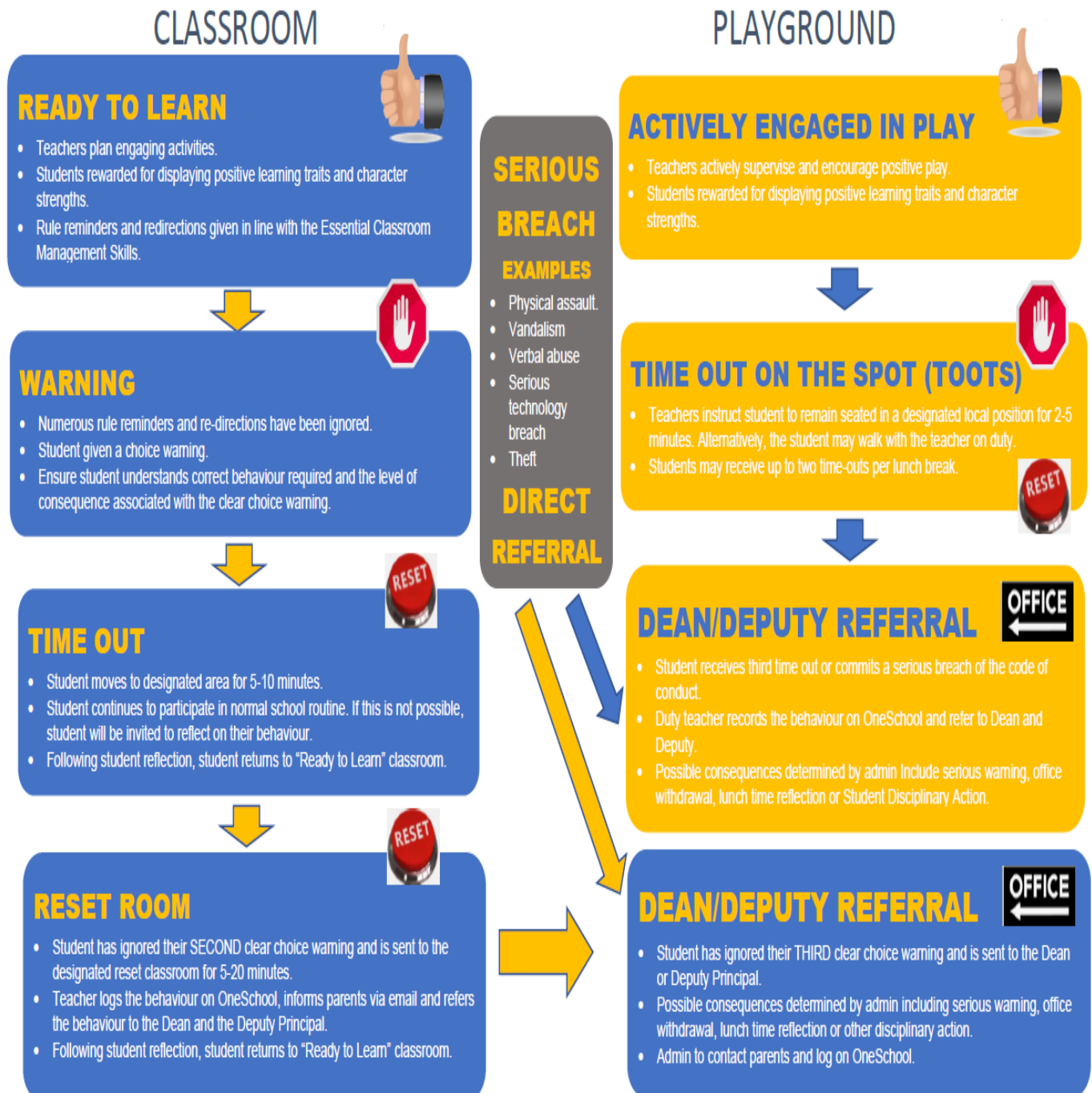
1. **Early resolution:** discuss your complaint with the College
 - The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your 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 an 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:

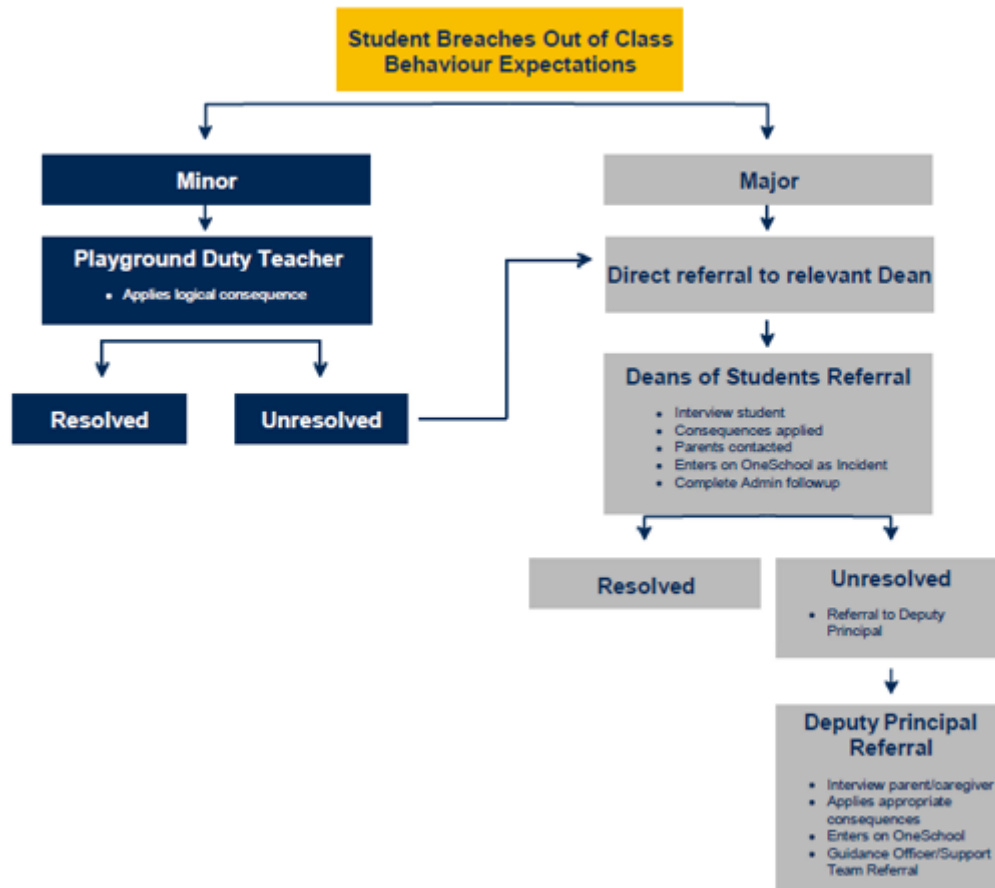
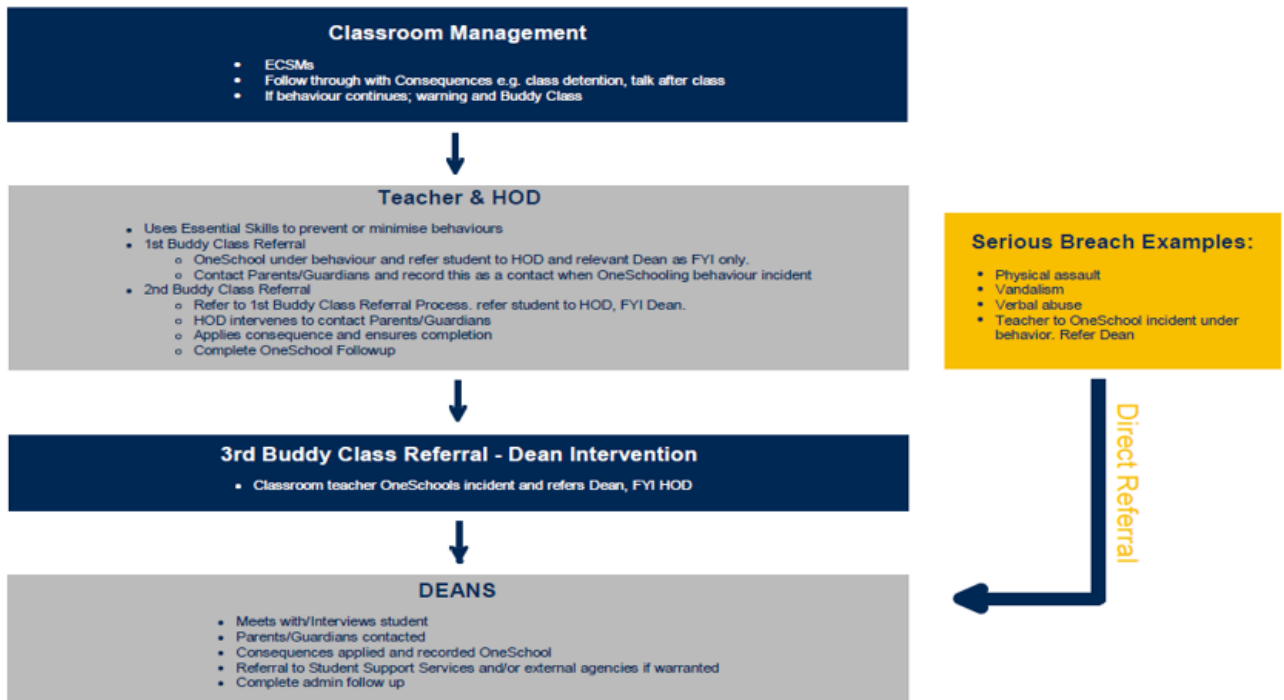
- Issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- Complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined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

APPENDIX 1: Primary Campus Behaviour Management Process

Behaviour Management Process – Primary Campus



APPENDIX 2: Secondary Campus Behaviour Management Process



APPENDIX 3: Managing Serious Online Behaviour

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?

