



CHANCELLOR
STATE COLLEGE

The best we can be

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

CARE COURTESY COOPERATION CHALLENGE COMMITMENT

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Contents

Purpose	4
Differentiated and Explicit Teaching.....	5
Focused Teaching.....	7
Intensive Teaching	8
Disciplinary Consequences	8
Temporary removal of student property.....	9
Responsibilities.....	10
Use of mobile phones and other devices by students.....	11
Preventing and responding to bullying	11
1. Leadership	12
2. Inclusion	12
3. Student voice	12
4. Partnerships.....	12
5. Support.....	12
Bullying.....	12
Cyber-bullying.....	13
Chancellor State College - Cyberbullying response flowchart for school staff.....	14
Student Intervention and Support Services	15
Appropriate use of social media.....	15
Is it appropriate to comment or post about schools, staff or students?.....	16
Possible civil or criminal ramifications of online commentary.....	16
What about other people's privacy?	16
What if I encounter problem content?.....	17
Restrictive Practices	17
Critical Incidents	18
Acceptable Use of Electronic and digital communication Devices (SCM-PR-003).....	Error!
	Bookmark not defined.
Students of Concern Referral Process	20
Primary Campus Behaviour Support Process.....	21
Secondary Campus Behaviour Support Process	22
Process for Managing College Disciplinary Absences	23
Primary Campus Behaviour Matrix	24
Fact sheet about knives for students	25

Purpose

The Chancellor State College Student Code of Conduct aims to define high standards of behaviour to ensure the students can participate positively within our community.

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

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

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

As members of our college community, we consider and respect the rights of others, appreciate individual differences and care about the wellbeing of our college community.

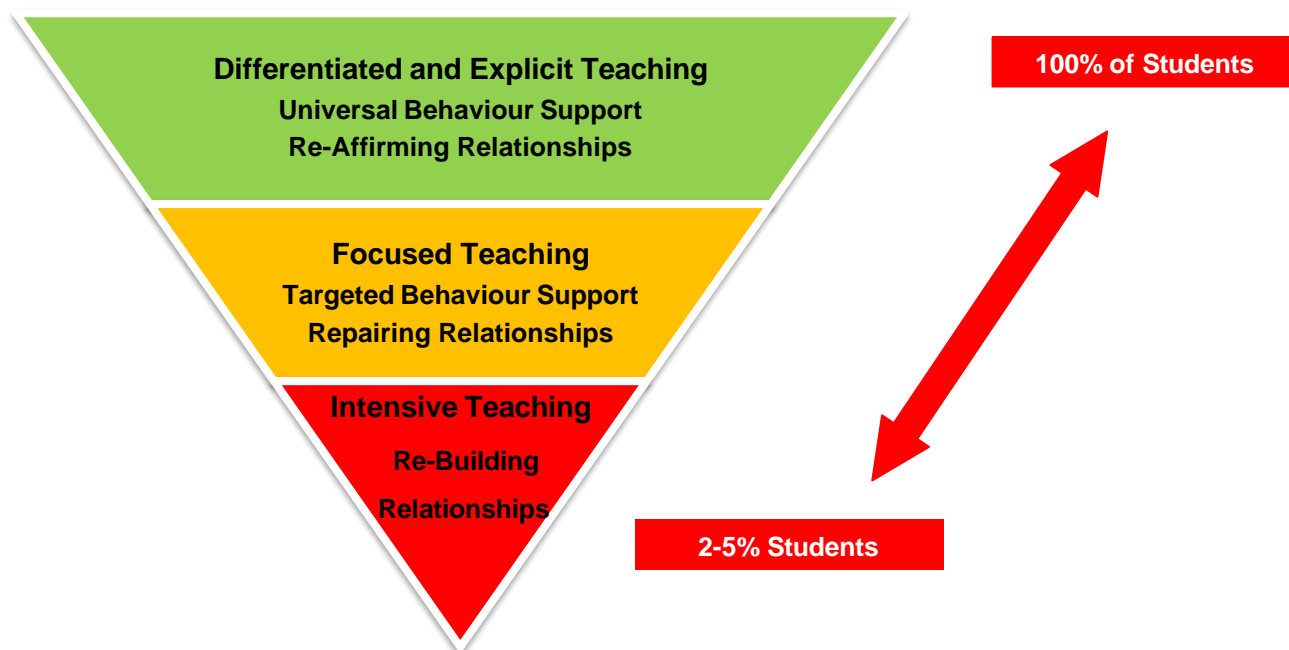
Whole School Approach to Student Engagement

A strength of our college culture is that time is allocated to ensure that students are recognised for their successes and efforts. Numerous awards recognise commitment to our 5Cs. The College is progressively refining our behaviour acknowledgement system as part of an approach to encourage and reward appropriate behaviour in our students.

Throughout the year a range of acknowledgements and awards are presented to students who have performed well in the many different aspects of college life. The College promotes a range of excellence badges in the areas of Academia, Sports, Performing Arts, Community Support and Behaviour. Students earn points towards these badges for participating in a range of college activities and maintaining identified College standards.

The following illustration has been adapted to align with the EQ Code of Behaviour and focuses on promoting positive relationships with all members of the College community. The practices move from proactive to reactive, along a continuum of support. Movement from one end of the continuum to the other involves widening the circle of care around the participant. The emphasis is on early intervention through building a strong base and an integrated approach to behaviour often being a component of learning and social issues.

[Refer to Appendix 3 and 4 for the flowcharts explaining behaviour support process for both campuses.](#)

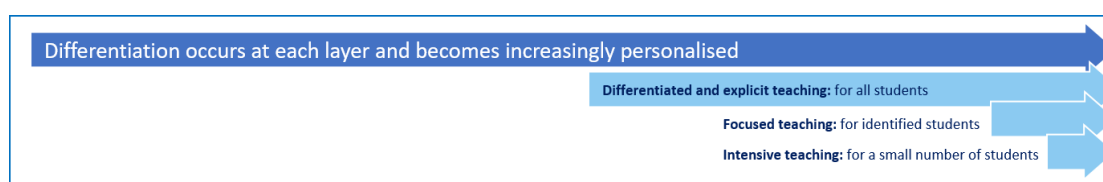


Differentiated and Explicit Teaching

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

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

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



These expectations are communicated to students via a number of strategies, including life skills, line ups, College parades, special events and College newsletters.

Chancellor State College promotes positive relationships by providing:

- Quality teaching and learning – *Essential Skills for Classroom Management*,

Classroom Profiling

- Relevant and engaging curriculum – *Australian Curriculum version 9*
- Positive relationships, supportive programs, and procedures – *Restorative Practices*

Strategies to promote positive relationships include:

- Class Meetings
- Restorative Circles
- Personal Communication
- Explicit teaching of Behaviour Expectations and Primary Campus Matrix of Learning Behaviours ([see Appendix 8](#))

Health, Well Being and Physical Education curriculums provide a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural, and physical environments in the pursuit of good health.

Supportive programs and procedures

High-5: The High Five Hand is designed to give primary aged children a visual and physical prompt to remember strategies to deal with bullying or harassment in the playground. Each strategy is taught individually, and students learn to use each skill in conjunction with the others to deal with their own problems in a constructive problem-solving way.

- The five steps are:
 - Talk Friendly
 - Talk Firmly
 - Ignore
 - Walk Away
 - Report



Cyber Bullying Awareness Programs provide explanations about what cyber bullying is, the effects of this form of bullying and consequences. In conjunction to explicit teaching of “eSmart” strategies in My Journey and HWB classes experts in the field of Cyber bullying and Internet Safety present student and parent/carer information sessions throughout the year.



Positive relationships

Extra-Curricular Programs are designed to provide students with a supportive College environment by:

- Engaging students in active and positive interaction
- Providing greater structure to playground activities, thus reducing incidence of misbehaviour
- Responding to student interests and providing opportunities for them to explore new ways of learning and playing
- Engaging students with particular gifts and talents in enrichment programs to extend their skills and abilities.
- Provide opportunities for students to interact with worthwhile members of our college community.

Student Leadership Program

The College student leadership program, while different in its structure on both campuses has the common goal of recognising the potential of our students to be great leaders and encouraging them to take on leadership responsibilities within our college community. The underlying philosophy is one of participative decision making with the aim of stirring student involvement and participation in setting the direction of the College. Student Leaders on both campuses drive the development and implementation of college initiatives and special events within the spheres of community, cultural pursuits, sport, the environment, student and staff welfare and the enrichment of college life.

Special Events/ Philanthropic Culture

Our college community embraces a range of special events and philanthropic activities designed to enrich the life of students, staff and community members through learning and participation. Many events are focused on engaging students and enriching their lives through social, emotional, physical, and academic learning opportunities, which help to shape them as positive and successful students.

Focused Teaching

The College facilitates a range of pro-active strategies and small group interventions strategies. These support initiatives are modified or sequenced each year to support the current student needs.

The targeted level of intervention addresses conflict that has become protracted or is affecting others within the College community. A third party is often required to facilitate the Restorative process. Support programs can also be introduced to help the student re- establish their place with their peers. Some of the strategies used are:

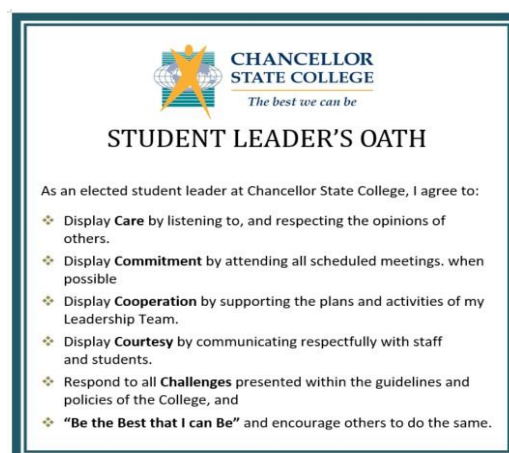
[Refer to Appendix 2, 3 and 4 for the flowcharts explaining behaviour support process and referring students of concern for both campuses.](#)

Restorative Meetings are organised when an issue or incident occurs that may affect students in the class. These meetings are over and above the weekly class meetings that are held to improve relationships within the classroom and resolve minor issues that are happening at the College. A restorative meeting is established to resolve a significant incident that has affected students in the class through identifying what happened, who has been harmed and what needs to occur to repair the harm. The meetings are conducted by a combination of staff including the class teacher, behaviour support coordinator, and the College administration team.

Time Out/Exit Classes provision for the use of Time Out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine to another supervised room or setting.

Re-Think Process is used to educate students about their behaviour and how it affects their learning and others. The process can occur in the classroom, or another room used to conference students. It generally involves students identifying their behaviours, how it affects others, who it affects, and when this generally occurs. Students then develop a plan for them to be re-introduced into class activities. Where the College behaviour support staff are facilitating the process, teachers and parents are consulted on the plan by the student. Parents/carers and teachers can provide feedback to the behaviour support staff and make any necessary modifications. The plan is monitored via different methods by the teacher, parents/carers, and College administration.

Pro Active Support Programs have been developed and implemented to help students who are 'at risk' of disengaging from their education or with their peers. The programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals. The programs draw from the same needs that are addressed to the whole College through the My Journey curriculum (See page 5), however delivered to small, targeted groups during class time.



Students are selected from a range of data sources (for example, behaviour database, class reports, teacher/admin referral data) and parent permission is gained. Examples of age-appropriate programs that have been delivered at Chancellor State College are:

- Academic Mentoring
- Body Image Support
- Social Skills Program
- Junior Secondary Re-engagement Programs
- Anti-Bullying Programs/performances e.g., Stick and Stones
- Indigenous Mentoring
- Helping Friends Camp
- Rock and Water (Male and Female)
- Self-Care/Esteem and Identity Programs
- Changes Program for Grief and Loss

Intensive Teaching

Via our Student Services departments, Chancellor State College has effective referral systems in place. Following referral, we put into action a support process and relevant stakeholders are contacted to form a support team. The intensive level typically involves the participation of an even wider cross section of the College community or other agencies already working with the student and their family. Some of the strategies used are:

[Refer to Appendix 3, 4 and 5 for the flowcharts explaining behaviour support process and referring students of concern for both campuses.](#)

Individual or small group support is generally facilitated by the College Student Services staff or outside agencies. This process is used when the student is disengaged with college and/or their peers for many different reasons.

Mediation occurs when an ongoing dispute between two or more people cannot be resolved. The College uses the restorative process to identify the key issues that are causing the dispute and to establish methods to resolve the problem.

Positive Engagement Monitoring Card is a short-term reflection tool designed to meet and support the needs of the student to allow them to meet the expectations of the College Code of Behaviour.

Individual Behaviour Support Plans (IBSP) are designed to meet and support the needs of the student to allow them to meet the expectations of the College Code of Behaviour. IBSPs developed at Chancellor State College align with the standards suggested by Regional Behaviour Support Staff and focus on maintaining a supportive College environment for the identified student. Mandatory information contained within the IBSP (See Appendix Individual Behaviour Support Plan)

Restorative Conferences are used when a significant incident has occurred and all involved would like to admit any guilt and repair the harm done.

Disciplinary Consequences

The disciplinary consequences model used at Chancellor State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. In-class corrective feedback and rule reminders may be used by teachers to respond to low-level or minor problem behaviours. Some students will need additional support, time, and opportunities to practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour 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. Chancellor State 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. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

Temporary removal

[See Appendix 3 and 4 – Behaviour Support Process.](#)

College Disciplinary Absences

College Policies

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Chancellor State College and will be removed if found in a student's possession:

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

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

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

Responsibilities

School staff at Chancellor State College:

- do not require the student's consent to search College property such as lockers, desks or laptops that are supplied to the student through the school.
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/carer or calling the police.
- understand consent from the student or parent/carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- realise 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 parent/carer (e.g., to access an EpiPen for an anaphylactic emergency).
- understand consent from the student or parent/carer is required to search the person of a student (e.g., pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/carers should be called to make such a determination.

Parents of students at Chancellor State College

- ensure your children do not bring property onto college grounds or other settings used by the College (e.g., camp, sporting venues) that:
- is prohibited according to the Chancellor State 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 at Chancellor State 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 Chancellor State 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

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

The decision to implement a consistent, statewide approach to putting mobile phones away during the school day is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones. Ms Vardon AO's review included consultation with key education stakeholders, such as principals, school staff, students, and families from each education region, as well as a review of recent research on student use of mobile phones and personal devices in schools.

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

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

Preventing and responding to bullying

Chancellor State College is guided by the Queensland Governments' [Student Learning and Wellbeing Framework](#) and the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social, and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the College community. Parents/carers who are positively engaged with their child's education leads to improved student self-esteem, attendance, and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Chancellor State College has numerous student leadership forums, with diverse representatives from each year level meeting regularly with the College leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each student leadership forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for our Student Leaders is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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



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

On the Primary Campus, attention is given to defining bullying behaviours (as opposed to rude, mean or conflict). These definitions are taught in each classroom ('conflict' from Year 3) through discussion, case studies and explicit teaching.

Appendices 3 and 4 explain the actions Chancellor State College staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

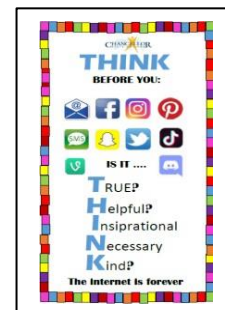
Cyber-bullying

Cyberbullying is treated at Chancellor State 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/carers 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).

It is important for students, parents/carers, 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/carers 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 Chancellor State 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 College. 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. [See Appendix 1 - Acceptable Use of Electronic Devices.](#)



Parents/carers 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.

Chancellor State College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

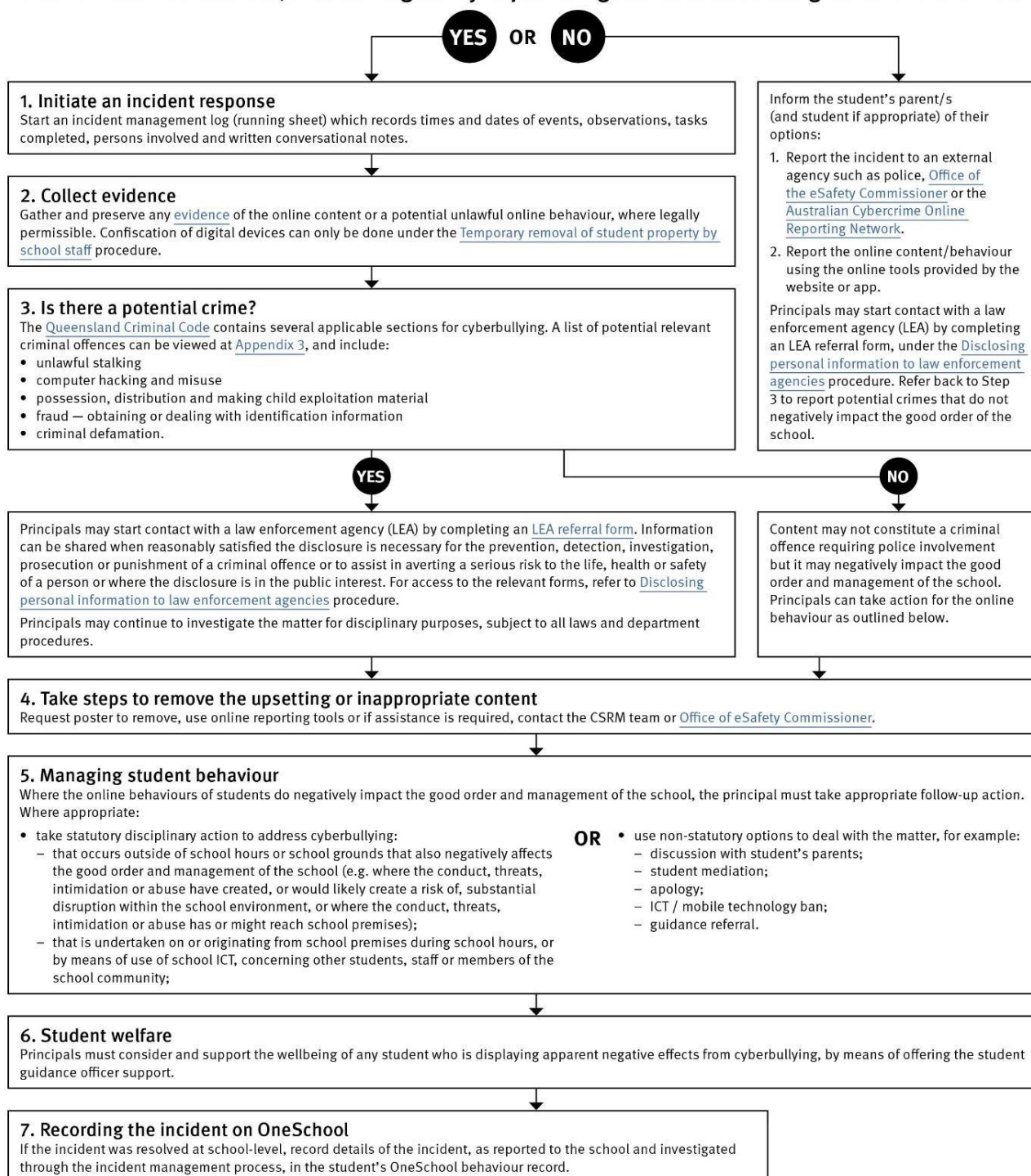
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Chancellor State 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 Chancellor State 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 the College.

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

Being aware of simple strategies that 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 moment 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 school about the matter, rather than discussing it in a public forum.

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is imperative that all College staff possess a clear, consistent, and shared understanding of how to respond effectively to emergency situations involving student behaviour that presents a serious and immediate risk to the safety of the student, other individuals, or the broader community. A unified approach ensures that timely and appropriate actions are taken to protect the wellbeing of both students and staff, and to maintain a safe and supportive learning environment.

A critical incident is characterised as a sudden, urgent, and often unexpected event that demands immediate intervention. Such incidents may occur in various settings, including within the College, in the community, or during transit (e.g., on the road). The primary objective in these situations is to bring the student's behaviour under rapid and safe control, minimising harm and preventing escalation. It is important to recognise that this phase is solely focused on crisis management. It is not the appropriate time to initiate disciplinary procedures or punitive responses. The emphasis must remain on safety, de-escalation, and stabilisation.

While waiting for support from DP/SEC, staff should use basic defusing techniques:

1. **Initiate Support**

Immediately contact the designated emergency support line (HOT phone) or notify the Deputy Principal (DP) or Student Engagement Coordinator (SEC) as per the College's emergency response protocol.

2. **Avoid Escalating the Situation**

Take deliberate steps to prevent further escalation of the student's behaviour. This includes avoiding actions such as shouting, cornering the student, invading their personal space, making physical contact (e.g., grabbing or touching), reacting suddenly, using sarcasm, displaying defensiveness, or conveying anger or frustration through tone or body language.

3. **Maintain a Calm, Respectful, and Professional Demeanour**

Model the behaviour expected of students by remaining calm, respectful, and emotionally detached. Use a steady, serious tone of voice, select language carefully, and avoid any comments or actions that may humiliate the student. Respond in a matter-of-fact manner and refrain from reacting emotionally to the situation.

Appendix 1

Student Use of Mobile Devices – College Procedure

Version: 1.1 | Effective: 12/02/2024

Audience: All students, staff, and parents

Purpose

To outline expectations and responsibilities for student use of mobile devices, supporting a safe and focused learning environment.

Overview

Mobile devices—including phones, smartwatches, handhelds, and emerging technologies capable of internet or network connectivity—must not be used during school hours.

- **Mobile phones** must be switched off and kept “**away for the day.**”
- **Wearable devices** (e.g. smartwatches) must have **notifications disabled** to prevent calls, messages, or alerts during school hours.

This procedure does **not** apply to personal or school-owned devices (e.g. iPads, tablets, laptops) approved for educational by the college.

Exemptions

Students may apply for exemptions based on medical, disability, or wellbeing needs.

Students with existing school-approved use do **not** need to reapply.

Responsibilities

Principals

- Develop and document a local policy in the Student Code of Conduct
- Communicate expectations and manage exemption requests
- Ensure compliance with the *Human Rights Act 2019 (Qld)* and *Disability Standards for Education 2005 (Cwth)*

Staff

- Understand and implement the College’s mobile device policy
- Support approved exemptions and uphold expectations consistently

Parents

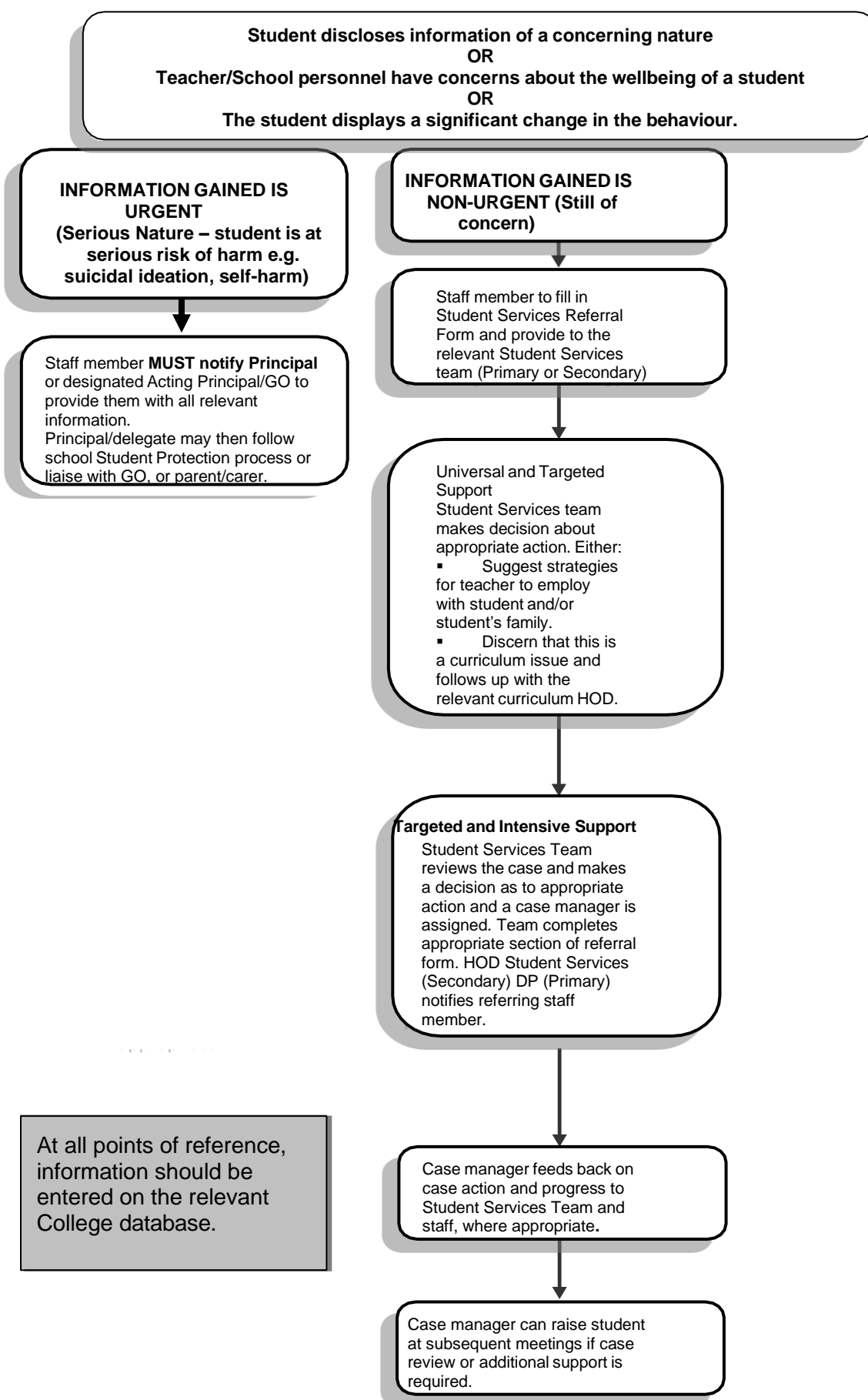
- Support their child in meeting school expectations
- Use school-approved channels to contact students during school hours
- Apply for exemptions if needed and collaborate with the school on compliance

Students

- Keep mobile phones off and stored away during school hours
- Disable notifications on wearable devices
- Use devices only for approved purposes under an exemption

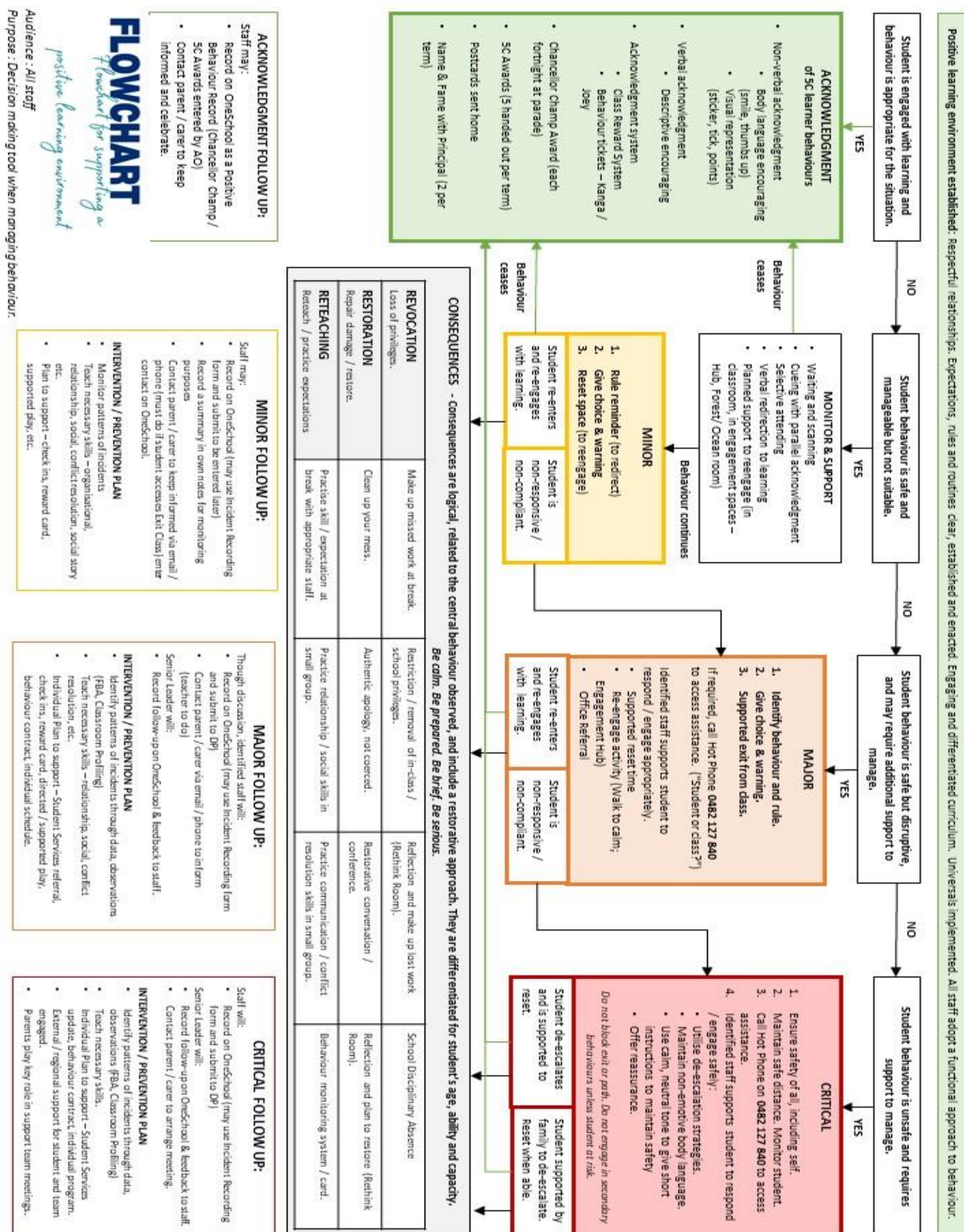
Appendix 2

Students of Concern Referral Process



Appendix 3

Primary Campus Behaviour Support Process



Appendix 4

Secondary Campus Behaviour Support Process

Chancellor State College Responses to Student Behaviours

Classroom and Playground Management

Teacher

Teacher responds to and manages classroom and playground behaviours

OneSchool classroom and playground incident – **no referral** made. **No FYI**.

Restorative strategies and consequences applied.

Contact with parent/carer and student recorded in OneSchool.

Year Level Coordinator

YLC identifies or is alerted via OneSchool referral to;

- Truancy (non-attendance),
- Ongoing playground behaviours,
- Persistent uniform infringements.

If YLC intervention does not lead to modification of behaviours then OneSchool **referral to Year Level Non-Curriculum HOD**.

Buddy Class, YLC/HOD and SEC

Sending a student to **Buddy Class** occurs when behaviour is persistently disruptive and ESCM strategies are not working. Teacher follow-up is required prior to the next lesson. If the student defies the instruction contact the YLC or YL HOD for support to **remove to Buddy Class**. Intervention via SEC (call 314) occurs if immediate management of the student is required because of safety concerns or dysregulation.

Student Behaviour Support

Student's disruptive classroom behaviours are no longer manageable

Curriculum HOD and teacher **collaborate** on use of additional layer(s) of support and intervention to modify student behaviours.

OneSchool referral is made by the teacher to **update HOD** if unacceptable behaviour continues.

Or

When disruptive behaviours occur across subjects, the **Year Level HOD**, in **collaboration** with teacher(s) and **Year Level DP**, initiates additional layer(s) of support and intervention.

OneSchool referral is made by teacher(s) to **update HOD** if unacceptable behaviour continues.

Student Services

Chancellor staff refer directly to the Student Services Team when

Concern exists for student and family welfare, impactful social/emotional matters and other issues that require support.

Behaviour interventions involving teachers, HODs and Deputy Principals working with the student and parent/carer are not leading to modification in student behaviour.

OneSchool is used to **track contacts, support and interventions**.

Note: CSC is a Restorative Practices College, makes application of ESCM and utilises a Buddy Class system.

Note: Referrals in OneSchool are made only to the person who needs to know and organise support/ restorative action with the student – No FYI through OneSchool.

Student Services Team includes - SEC teachers, HOD Student Engagement, DPs, DP Inclusion, GOs, Chaplaincy, Mental Health Social Worker, Health Nurse and External Support Provider, whom explore and enact additional layers of support and intervention. This work is completed in collaboration with teachers, SEC and HODs/DP.

Appendix 5

Process for Managing College Disciplinary Absences

<p>*Principal provides timely advice to complete of all impending:</p> <ul style="list-style-type: none"> • Proposal/Recommendations for Exclusion • Cancellations of Enrolment • 6-20 Day Suspensions. <p>*Principal appoints and advises a College Case Manager, and oversees any Alternative Program. [Options for Case Manager include College Head of Department Student Welfare (HOD), Guidance Officer (GO), Head of Special Education Services (HOSSES), and Deputy Principal (DP)]</p>	<p><i>*Wherever possible, early communication with SDA District Contact Officer (DCO), is recommended, to assure available district support and quality information.</i></p> <p><i>*Natural Justice rights of timely fair hearing are accorded.</i></p> <p><i>*Students in the Care of the State will require liaison with the Dept. of Child Safety re custody and guardianship (for communication, correspondence, and decision-making).</i></p> <p><i>*If/when SDA is initiated, fax to RCO, with <u>Attention: Support Officer, Student Welfare (SOSW)</u>:</i></p> <ul style="list-style-type: none"> • Record of SDA (as lodged in the Central Data Collection System) • Copies of Letters of cancellation/suspension to both child and parent/caregiver(s) (principals must provide the student and parent at least five school days after receiving the proposed exclusion decision notice to provide relevant additional information or responses to allegations, prior to the principal making their final decision about the exclusion) • SMS summary of current student details (e.g., contacts) • Notes re target group or other special status: e.g., NESB; ATSI; SWD; Child in the Care of the State; mental illness • Advice re the likelihood of an appeal against the decision (Once five school days have lapsed from receipt of the proposed exclusion notice, if, after reasonable and documented effort, no response is received from the parent, principals can consider all of the available information and finalise their decision before the end of the 20 day period) • For suspensions/exclusions, overview of Alternative Education Program (AEP) proposal, as developed by College Case Manager, and signed off by the Principal.
<p>Principal to arrange collation and special filing (for possible forwarding to Regional Office) of key information regarding college responses</p>	<ul style="list-style-type: none"> • Involvement of Guidance Officer and/or other designated college/district support staff, or external agencies. • Range of punitive consequences, as well as support programs and services offered to student. • Record of communications with parent/caregiver • Negotiation of possible enrolment at another college, if applicable (in liaison with College Case Manager)
<p>For Cancellations and proposal/recommendation for Exclusions, Principal completes an internal investigation report</p>	<ul style="list-style-type: none"> • A formal (documented) meeting with key stakeholders can assist acceptance of the ultimate decision/options. • As well as the Principal's Exclusion Report (see template), description of investigative procedures and findings are very useful for appeals to ARD and/or DG.
<p>For Cancellations and Exclusions, Principal sends formal confirmation/recommendation letter to Assistant Regional Director (ARD) with a relevant report</p>	<ul style="list-style-type: none"> • Forward letter of recommendation, with attached relevant report, to ARD, with <u>Attention Senior Guidance Officer</u>. • ALL relevant documentation should be forwarded to RO. • For Exclusions, see suggested Report Checklist (below). • For Cancellations, reporting requirements will vary, but evidence of a fair "Show Cause" process is needed.
<p>Regional Contact Officer (RCO) consults with Assistant Regional Director (ARD) and negotiates appointment of Regional Case Manager (RCM), often a Senior Guidance Officer</p>	<ul style="list-style-type: none"> • RCO considers documentation and other communication from college and advises College of needed additions or amendments (to documents and/or processes). • RCO advises EDS and Regional Case Manager of cancellation/exclusion case and likely processes. • RCO and RCM discuss appeal process, if required • RCO addresses Principal's Supervisor Checklist for an Exclusion, or the Checklist for a Submission against Cancellation or 6-20 day Suspension (as per EPPR).
<p>Regional Case Manager (RCM) assists pathway to further education, training, or employment</p>	<ul style="list-style-type: none"> • RCS assures that special considerations are taken into account, including custody and child protection issues. • RCM liaises with Principal and College Case Manager. • RCM investigates possible options and discusses with student and parent/caregivers.
<p>Principal</p>	<ul style="list-style-type: none"> • Responds to any appeal when advised by Regional Office. • Clarifies any issues with the Regional Contact Officer. • Provides any additional documents on request. • Ensures ongoing provision of the Alternative Education Program.
<p>Assistant Regional Director ARD</p>	<ul style="list-style-type: none"> • Communication is directly between the ARD and the family
<p>Regional Contact Officer</p>	<p>Communication is directly between the ARD and the family</p>

Appendix 6

Primary Campus Behaviour Matrix



THE MATRIX

Learning matrix of expectations

2025
Updated 06/12

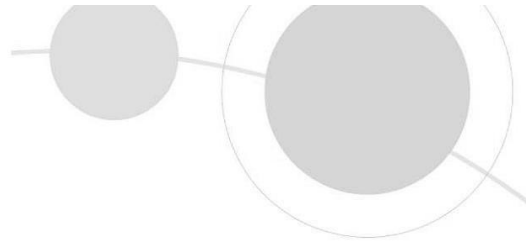
To be the best we can be, we show ...

	CARE <small>by</small>	COURTESY <small>by</small>	COOPERATION <small>by</small>	COMMITMENT <small>by</small>	CHALLENGE <small>by</small>
WHOLE SCHOOL	<ul style="list-style-type: none"> being aware of how our actions impact on others. working to develop positive relationships with others (feeling safe, valued and accepted). valuing the school environment (e.g. gardens and buildings). working safely with others. using school equipment carefully and safely. keeping our hands, feet and objects to ourselves. 	<ul style="list-style-type: none"> acting and interacting in a friendly and positive way. speaking calmly, using manners and polite language. respecting others' personal space and property. waiting our turn. respecting everyone's right to learn. respecting everyone's right to teach. 	<ul style="list-style-type: none"> acknowledging we make mistakes and work to fix the problem. acknowledging and responding respectfully to others' culture and identities. listening to others. following the instructions of the supervising adults. following school routines. staying in the correct place at all times. seeking and offering help as needed. 	<ul style="list-style-type: none"> managing and taking responsibility for learning at school. wearing full school uniforms appropriately. 	<ul style="list-style-type: none"> taking responsibility for our own behaviour. acknowledging that people have the right to make their own decisions. acknowledging our emotions and managing our behaviour appropriately. using the High 5 to deflect, diffuse or resolve conflict with others. persevering through tasks. respecting others. having a go at new opportunities.
LEARNING AREAS	<ul style="list-style-type: none"> keeping the learning area tidy and clean. 	<ul style="list-style-type: none"> politely asking permission to leave the learning area. entering and exiting the learning area calmly and sensibly. 	<ul style="list-style-type: none"> only entering the learning setting when a teacher is present. working cooperatively with others. 	<ul style="list-style-type: none"> arriving on time ready to learn. being organised with all school equipment ready to learn. participating in learning activities and staying on task. 	
TRANSITIONS	<ul style="list-style-type: none"> moving safely throughout the school (e.g. walking on the concrete). returning all equipment safely and promptly. 	<ul style="list-style-type: none"> respecting other's right to learn as we move through the school. walking our wheels when inside school grounds. 	<ul style="list-style-type: none"> lining up quietly and sensibly after breaks. moving quietly and sensibly to the next learning activity. 	<ul style="list-style-type: none"> returning promptly to correct area. 	
PLAY AREAS	<ul style="list-style-type: none"> using equipment safely and for its intended purpose. climbing only on play equipment. 	<ul style="list-style-type: none"> playing fairly by following the agreed rules. communicating in a friendly and polite manner. 	<ul style="list-style-type: none"> playing in the correct area for our year level. playing school appropriate games. sharing equipment. 	<ul style="list-style-type: none"> wearing a school hat. playing undercover without a hat. following the bell times (stopping play at the first bell). 	
EATING AREAS / TUCKSHOP	<ul style="list-style-type: none"> eating our own food. being responsible for our own rubbish. 	<ul style="list-style-type: none"> politely asking permission to move around and from the area. using manners when visiting the tuckshop. 	<ul style="list-style-type: none"> sitting sensibly in the correct area. waiting to be dismissed. lining up and waiting patiently and sensibly at the tuckshop. 		
TOILETS	<ul style="list-style-type: none"> using the toilet properly. washing our hands thoroughly. using paper towels, soap and toilet paper appropriately. 	<ul style="list-style-type: none"> respecting the privacy of others. waiting patiently if toilet is occupied. 	<ul style="list-style-type: none"> reporting any problems to the supervising adult. 	<ul style="list-style-type: none"> returning promptly to class or area. 	
ON LINE	<ul style="list-style-type: none"> being cybersafe. keeping our personal information and password private. reporting bullying and inappropriate messages or sites. 	<ul style="list-style-type: none"> communicating respectfully with others while using ICTs. 	<ul style="list-style-type: none"> using ICTs as instructed by the supervising adult. keeping phones and smart watches off, and phones away. accessing only appropriate information and sites. 	<ul style="list-style-type: none"> following the Internet / Computer Access Agreement. 	
OFF CAMPUS	<ul style="list-style-type: none"> respecting and looking after all property and equipment. following all road safety rules. 	<ul style="list-style-type: none"> respecting the workers, volunteers and general public. 	<ul style="list-style-type: none"> listening carefully and following the instructions of the workers, volunteers and supervising adults. staying with our allocated group. 	<ul style="list-style-type: none"> representing the school in a way that enhances the school's reputation. following the Bus Code of Conduct. actively participating in learning and activities. 	

Based on Australian Curriculum - General Capabilities Personal and Social capability Version 9 and CSC Expectations Matrix

Appendix 7

Fact sheet about knives for students



WORKING TOGETHER TO KEEP CHANCELLOR SAFE

We can work together to keep knives out of school. At Chancellor:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

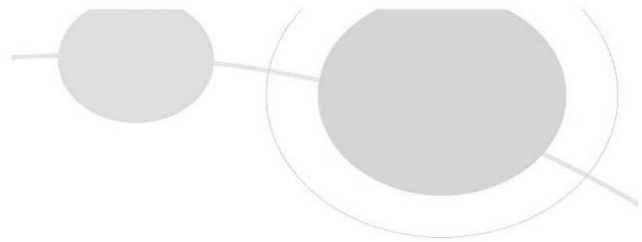
- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. For example you could be suspended
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Chancellor safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

Appendix 8

Fact sheet about knives for parents/carers



WORKING TOGETHER TO KEEP CHANCELLOR SAFE

We can work together to keep knives out of school. At Chancellor:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

Principals can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as withdrawal from class and suspension.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Chancellor safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a campus Principal or HOD Student Welfare