



# Student Code of Conduct

2026

## Purpose

Toogoolawa is founded upon the Educare model which embraces the five universal Human Values of Truth, Love, Peace, Right Conduct and Non-violence. The commitment of each teacher to become an ideal role model of the five Human Values is integral to the effectiveness of the Toogoolawa model. Practicing 'Mindfulness and Meditation' on a daily basis is central to the beliefs of the Toogoolawa School.

Toogoolawa School hopes to ignite reform in the education system of Australia so that all school children whose current behaviours exclude them from gaining a sound education may be given a second chance through the application of Educare, a model of teaching which rests on the following principles:

1. That the ideal outcome of education is for the student to have a good character.
2. That the five universal Human Values of Love, Peace, Truth, Right Conduct and Non-violence are present in every individual person (like fire hidden within a burning log) and that good character or human excellence is achieved through the extent that each person lives true to these Values.
3. The environment for nurturing the growth and expression of these life-affirming and confidence-enhancing Values in the students is one where teachers, parents, volunteers and mentors strive consistently to become real-life examples of the Human Values in action, and where ever possible the Values are integrated into every aspect of the school curriculum.

## Learning and Behaviour Statement

Toogoolawa School seeks not only to provide a basic education, but also to give students a strong spiritual and practical philosophy for living: that following the five human values provides a sound basis to lead a happy, fulfilled and effective life.

Toogoolawa encourages staff and students to strive towards living the five human values of **Love, Peace, Truth, Right Conduct and Non-violence** to develop good character. Good character is defined as having **HEAD, HEART and HAND** i.e. all thoughts (Head) are aligned with our Heart/Values and we act with loving kindness. We strive to develop our students' integrity and moral compass.

Our school takes a systematic approach in preventing and discouraging problem behaviour of students by role modelling and reinforcing the five Human Values and behaviour expectations on an ongoing basis.

Consequences are in place, for students to receive a predictable response when exhibiting unacceptable behaviour. Behaviours are recorded in incident reports.

Toogoolawa School acknowledges everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

## Consideration of Individual Circumstances

Staff at Toogoolawa School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all

matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

## Whole School Approach to Discipline

*“It is vital that when we are educating our children’s brains, we do not neglect their hearts.”*  
— 14th Dalai Lama

At Toogoolawa, discipline is not about punishment — it’s about learning. Just as students learn maths or reading, they also learn how to manage their feelings, make good choices, and treat others with kindness and respect. When things go wrong, we see it as a chance to pause, reflect, and try again.

Everything we do is based on **Values-based Education (VbE)** and the **Educare philosophy**, which means drawing out the goodness that already exists inside each person. We believe every boy has **Love, Peace, Truth, Right Conduct** and **Non-Violence** within him — the Five Human Values that guide how we think with our **Head**, feel with our **Heart**, and act with our **Hands**.

Our teachers use the **Nurtured Heart Approach**, which helps students learn **self-awareness** and **self-regulation** — knowing what is happening inside them and learning how to stay calm and make wise choices. Instead of focusing on mistakes, teachers look for what is going right. They notice students’ effort, kindness, honesty, and courage, and help them recognise those strengths within themselves.

This helps students build confidence, take responsibility for their actions, and return to a peaceful mind and open heart when things become difficult.

Our approach to discipline is called the **Journey to Human Excellence** — it’s about becoming the best version of themselves, step by step. On this journey, students learn to:

- **Know themselves** – notice their thoughts, feelings, and actions.
- **Manage themselves** – stay calm, think clearly, and make good choices.
- **Reflect** – learn from what happens and plan how to do better next time.
- **Be resilient** – keep trying, even when things are hard.
- **Build positive relationships** – treat others with empathy, respect, and truth.

The **Five Human Values** are at the centre of this journey. They are a student’s guide for how to live, learn, and grow every day:

- **Love** – show kindness and care to themselves and others.
- **Peace** – stay calm and patient, even when things feel hard.
- **Truth** – be honest with themselves and others.
- **Right Conduct** – do what they know is right and fair.
- **Non-Violence** – use gentle words and actions that do no harm.

When students practise these values, they begin to understand their own inner strength and goodness. Discipline at Toogoolawa is about helping students discover who they are, how to live peacefully, and how to grow into

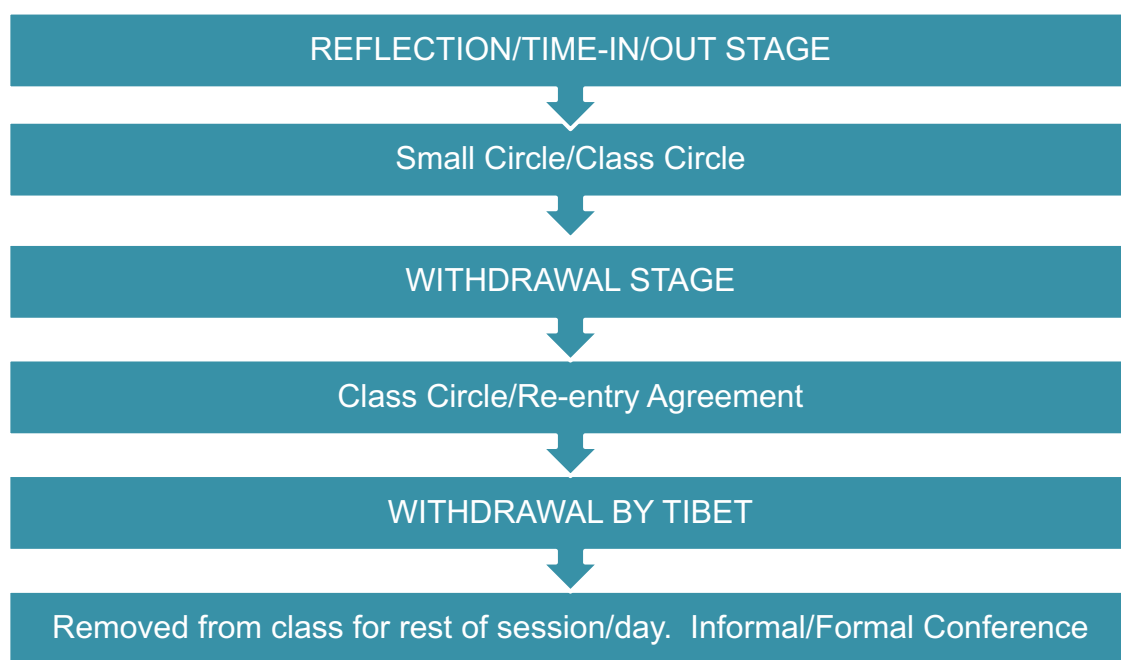
the young men they are meant to be — with a **peaceful mind**, an **open heart**, and the **confidence to live as their best selves**.

# Disciplinary Consequences

Corporal punishment in any form is prohibited in Toogoolawa Schools. The behaviour management strategies used in the school all exclude the use of corporal punishment and are set out below.

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

## WHAT HAPPENS WHEN STUDENT BEHAVIOUR AFFECTS OTHERS?



## Differentiated- Tier 1

Class staff provides 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. "Please remember to take a Time Out Card to leave the classroom")
- ✓ 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

- ✓ Frequent acknowledgment of any virtue being practised by an individual, a small group or the whole class.
- ✓ 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 and be a good listener.
- ✓ Break down tasks into smaller chunks
- ✓ Taking time to explain things, sometimes more than once.
- ✓ 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
- ✓ Reminder about inappropriate behaviour
- ✓ Warning of more serious consequences (e.g. removal from classroom)
- ✓ Detention

## Focussed – Tier 2

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

- ✓ Restorative Justice
- ✓ Individual student behaviour support strategies (e.g. Individual **B**ehaviour **S**upport **P**lan, Individual **S**tudent **S**afety **P**lan)
- ✓ Flexible Timetable (reduced hours)
- ✓ Targeted skills teaching in small group
- ✓ Token economy (e.g. students earning privileges back / tokens e.g. free time, allocated time with a friend etc.)
- ✓ Detention
- ✓ Behavioural contract
- ✓ Counselling and guidance support
- ✓ Self-monitoring plan
- ✓ Check In/ Check Out strategy
- ✓ Teacher coaching and debriefing
- ✓ Referral to TIBET for team-based problem solving
- ✓ Stakeholder meeting with parents and external agencies
- ✓ Social and Emotional Learning Programs
- ✓ Suspension

## Intensive – Tier 3

Principal in consultation with TIBET to address persistent or ongoing serious problem behaviour. This may include:

- ✓ Complex case management and review.
- ✓ Physical Intervention
- ✓ Bespoke Targeted skills teaching in small group or individual
- ✓ Stakeholder meeting with parents and external agencies including regional specialists
- ✓ Temporary removal of student property
- ✓ Short term suspension (up to 3 school days)
- ✓ Long term suspension (up to 5 school days)
- ✓ Suspension pending exclusion (up to 20 school day students are suspended from school pending a decision by the principal about their exclusion from school)
- ✓ Charge related suspension (student who has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- ✓ Exclusion (student is excluded from school site for a defined period of time or permanently)
- ✓ Cancellation of enrolment for students who refuse to participate in the educational program provided at the school

## Minor and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to TIBET, DP and/or Principal

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- 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.

Minor problem behaviours may result in the following consequences:

- Time-out space in the classroom
- A reflection procedure. The staff member takes the student aside and:
  1. Reflect on the incident, what did the student do well, what went wrong
  2. What were the trigger/s of the incident. How did it come about?
  3. What could they have done next time? What strategies could they have used to self-regulate?
  4. Ask the student to name the expected school value and behaviour,
  5. Give positive verbal acknowledgement for the expected school behaviour.
- Detention – is a time for reflection and an opportunity to 'make the incident right'

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of TIBET and/or Principal.

Major behaviours result in an immediate referral to TIBET and/or the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. An incident report must be filled out within 24 hours.

Major problem behaviours may result in the following consequences:

- Level One: Time in office, removal to withdrawal room, alternate activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to TIBET leader
  - AND/OR
- Level Two: Parent contact, detention and/or referral to TIBET team
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

## **Exclusion**

Exclusion is the most serious disciplinary action that can be imposed on a student and is only be used if other disciplinary consequences are inadequate to deal with the student's behaviour.

Each of the following is a ground for exclusion under the Education (General Provisions) Act 2006:

- persistent disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff
- if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.
- It is also a ground for exclusion if the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

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## 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 six types of SDA:

- Short suspension (1- 2 school days)
- Medium suspension (3-5 school days)
- Long Suspension (20 days pending exclusion)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).
- Exclusion pending reviews from pediatrician, psychiatrists, CNAP review (period of not more than one term or permanently).

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the School Board or their delegate, and a decision made within 30 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-Entry and Restorative Process

When a student returns from suspension or serious incident, a re-entry meeting is held with the student, family, and relevant staff. The purpose is to:

- Restore relationships and rebuild trust;
- Reflect on what occurred and what has been learned;
- Plan positive strategies for success; and
- Reaffirm the student's place within the Toogoolawa community.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone, text, and/or email. Re-entry meetings are usually designed to take around fifteen minutes; however, the duration may vary depending on the circumstances and the needs of the student and family. Meetings are intentionally kept small to maintain focus and care. They are usually facilitated by the TIBET Leader and may involve the student, the Principal (or their delegate), and the student's parent/s when appropriate. While we aim to keep these meetings as brief and focused as possible, additional time may be needed when restorative discussions occur to ensure that all voices are heard and understanding is reached.

If a resolution cannot be achieved during the restorative process, the student may be asked to take a Reset Day at home. This provides time for reflection, calm, and preparation to re-engage positively with staff and peers. A follow-up meeting will then be scheduled to support a successful return to school.

A record of every re-entry meeting is stored in SharePoint (the school's database) under Follow-Up of the Incident of Suspension and includes any notes, agreements, or discussions from the meeting.

### **Structure**

The intention of the re-entry meeting is to provide a calm and supportive space for reflection, reconnection, and understanding. The meeting follows an agreed structure that helps everyone focus on restoring relationships, reflecting on what led to the incident, and planning positive steps forward.

The aim is to help the student and their family feel welcomed back into the school community and confident about the path ahead.

### **Suggested flow of conversation:**

- Welcome the student and family back to school
- Check in on the student's wellbeing
- Reflect together on what happened and what may have contributed to the incident
- Explore how things could be approached differently in the future
- Identify any supports or adjustments that may help the student re-engage successfully (e.g. TIBET member, Complex Needs Officer, counsellor)
- Agree on next steps
- Express appreciation to the student and family for their openness and participation
- Walk with the student to class as a gesture of reconnection and new beginning

The meeting may conclude with a gentle reflection such as:

*"What can we each do to make your return to school peaceful and successful?"*

### **Reasonable adjustments**

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

# Behaviour Framework

## Purpose

This framework outlines how Toogoolawa School manages behaviour through a tiered, values-based approach. It ensures consistent, fair, and restorative responses that reflect our Five Human Values of **Love, Peace, Truth, Right Conduct, and Non-Violence**.

Tier / Category	Behaviour Area	Example Behaviours	Definition / Description	Linked Value(s)	Who Manages	Possible Consequences / Restorative Actions
<b>Tier 1 – Minor Behaviour (Class Level)</b>	<b>Learning</b>	Off-task talking, refusal to complete work, distracting others	Low-level disruption to learning environment	<b>Right Conduct</b>	<b>Class Team</b>	Calm verbal reminder, redirection, 30-second take-up, reflection time, strike, class-based detention, restorative conversation.
	<b>Respect &amp; Relationships</b>	Interrupting, minor disrespect (eye-rolling, tone), calling out	Rude or dismissive behaviour towards peers or staff	<b>Love / Peace</b>	<b>Class Team</b>	Reminder, redirection, virtue acknowledgement, verbal apology, reflection worksheet.
	<b>Movement &amp; Safety</b>	Running indoors, touching equipment without permission, minor rough play	Unsafe or careless physical behaviour	<b>Non-Violence / Right Conduct</b>	<b>Class Team</b>	Warning, physical redirection, small duty task, reflection on safety expectations.
	<b>Uniform &amp; Presentation</b>	Incorrect jumper, jewellery, untidy appearance	Not adhering to uniform expectations	<b>Right Conduct / Self-Discipline</b>	<b>Class Team</b>	Reminder, fix uniform, parent communication if repeated.
	<b>Digital Conduct</b>	Forgetting to hand in phone or device, non-instructional use	Minor misuse of technology before 8:55 am	<b>Truth / Responsibility</b>	<b>Class Team</b>	Device collected, reflection on responsible use, SENTRAL note.
<b>Tier 2 – Moderate Behaviour (TIBET Referral)</b>	<b>Defiance / Repeated Behaviour</b>	Ongoing refusal to follow instructions, continued strikes	Persistent disruption despite Tier 1 interventions	<b>Right Conduct / Truth</b>	<b>Class Team → TIBET Leader → Deputy Principal</b>	Restorative meeting, Behaviour Support Plan review, parent contact, detention, reflection contract.
	<b>Bullying / Verbal Harm</b>	Hurtful comments, racist or sexualised language, targeted teasing	Words or gestures that cause emotional harm	<b>Love / Non-Violence</b>	<b>Class Team → TIBET Leader → Deputy Principal</b>	Counselling, restorative conference, community service, formal warning, possible

Tier / Category	Behaviour Area	Example Behaviours	Definition / Description	Linked Value(s)	Who Manages	Possible Consequences / Restorative Actions
					→ <b>Principal</b>	suspension for repeated incidents.
	<b>Leaving Class / Grounds</b>	Walking out of class or leaving campus	Unsafe absence from supervision	<b>Responsibility / Peace</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Parent contact, safety check, re-entry meeting, reflection task, possible suspension or ISSP for repeated events.
	<b>Property Damage (Minor)</b>	Drawing on desks, breaking items carelessly, graffiti	Damage through carelessness or frustration	<b>Right Conduct / Respect</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b>	Apology, restitution, supervised clean-up or repair, detention, parent meeting.
	<b>Language &amp; Communication</b>	Swearing, rude gestures, disrespectful speech	Inappropriate or aggressive communication	<b>Love / Non-Violence</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Reflection task, counselling, restorative conversation, detention, possible suspension.
	<b>Digital &amp; IT Misuse</b>	Using illegal sites, printing without permission, inappropriate searches	Misuse of technology contrary to Responsible Use Agreement	<b>Truth / Right Conduct</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b>	Device restriction, parent meeting, restorative digital safety session.
<b>Tier 3 – Major Behaviour (Deputy Principal / Principal)</b>	<b>Physical Aggression / Violence</b>	Fighting, spitting, hitting, kicking, using objects to harm	Actions that cause or risk physical harm	<b>Non-Violence / Peace</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Immediate removal, parent contact, suspension, restorative justice, re-entry meeting, possible referral to external agency.
	<b>Substance Use / Possession</b>	Bringing, using, or distributing drugs, vapes, alcohol	Breach of health and safety and law	<b>Right Conduct / Truth</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Suspension, wellbeing meeting, external referral, enrolment review.
	<b>Serious Property Damage / Theft</b>	Intentional vandalism, theft, graffiti	Serious or deliberate damage or dishonesty	<b>Truth / Responsibility</b>	<b>Class Team</b> → <b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Restitution, community service, restorative project, suspension or exclusion.
	<b>Threats / Abuse Toward Staff or Students</b>	Aggressive or threatening language or actions	Behaviour causing emotional or physical harm	<b>Non-Violence / Love</b>	<b>TIBET Leader</b> → <b>Deputy Principal</b>	Suspension, formal restorative conference, review of Behaviour

Tier / Category	Behaviour Area	Example Behaviours	Definition / Description	Linked Value(s)	Who Manages	Possible Consequences / Restorative Actions
					→ <b>Principal</b>	Support Plan, referral to agencies.
	<b>Digital / Cyber Misconduct</b>	Posting harmful or inappropriate content, cyberbullying	Online behaviour that damages others or school reputation	<b>Truth / Non-Violence</b>	<b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Suspension, restricted access, restorative digital re-education, parent meeting.
	<b>Persistent or Serious Breaches of Code of Conduct</b>	Ongoing non-compliance after Tier 2 interventions	Repeated serious behaviour despite support	<b>Truth / Right Conduct</b>	<b>TIBET Leader</b> → <b>Deputy Principal</b> → <b>Principal</b>	Long suspension, exclusion, or enrolment cancellation after case review and all supports exhausted.

### Escalation Summary

1. Class Team (Teacher and Support Staff) – work collaboratively at Tier 1 to manage behaviours through reminders, strikes, and restorative conversations aligned with class agreements.
2. TIBET Leader – provides therapeutic and restorative intervention at Tier 2, reviewing support plans and coordinating family meetings. If behaviour persists or involves suspension, the Deputy Principal prepares the case and escalates the matter to the Principal for decision.
3. Deputy Principal – oversees significant or ongoing concerns, gathers evidence and documentation, and brings any suspension proposal to the Principal for final decision.
4. Principal – has the statutory authority under the *Education (General Provisions) Act 2006 (Qld)* to suspend or exclude a student after all supports and restorative pathways have been considered.

### Restorative Pathway – The Journey to a Peaceful Mind and Open Heart

At Toogoolawa, every moment — even those of challenge — is seen as an opportunity for growth. When mistakes happen, our focus is not on punishment, but on restoring peace, rebuilding relationships, and helping each student reconnect with their best self.

We understand that true change comes from *self-awareness, reflection, relationship and resilience*. These four qualities guide our restorative pathway and help students nurture both a peaceful mind and an open heart.

Our Restorative Approach

When behaviour affects others, we support students to:

- Reflect mindfully on their choices and the impact of their actions.
- Rebuild relationships through honesty, empathy and right conduct.
- Rebalance their emotions by returning to the centre through reflection and stillness.
- Reconnect with the Human Values of Love, Peace, Truth, Right Conduct and Non-Violence.

### Restorative Actions

Depending on the situation, restorative actions may include:

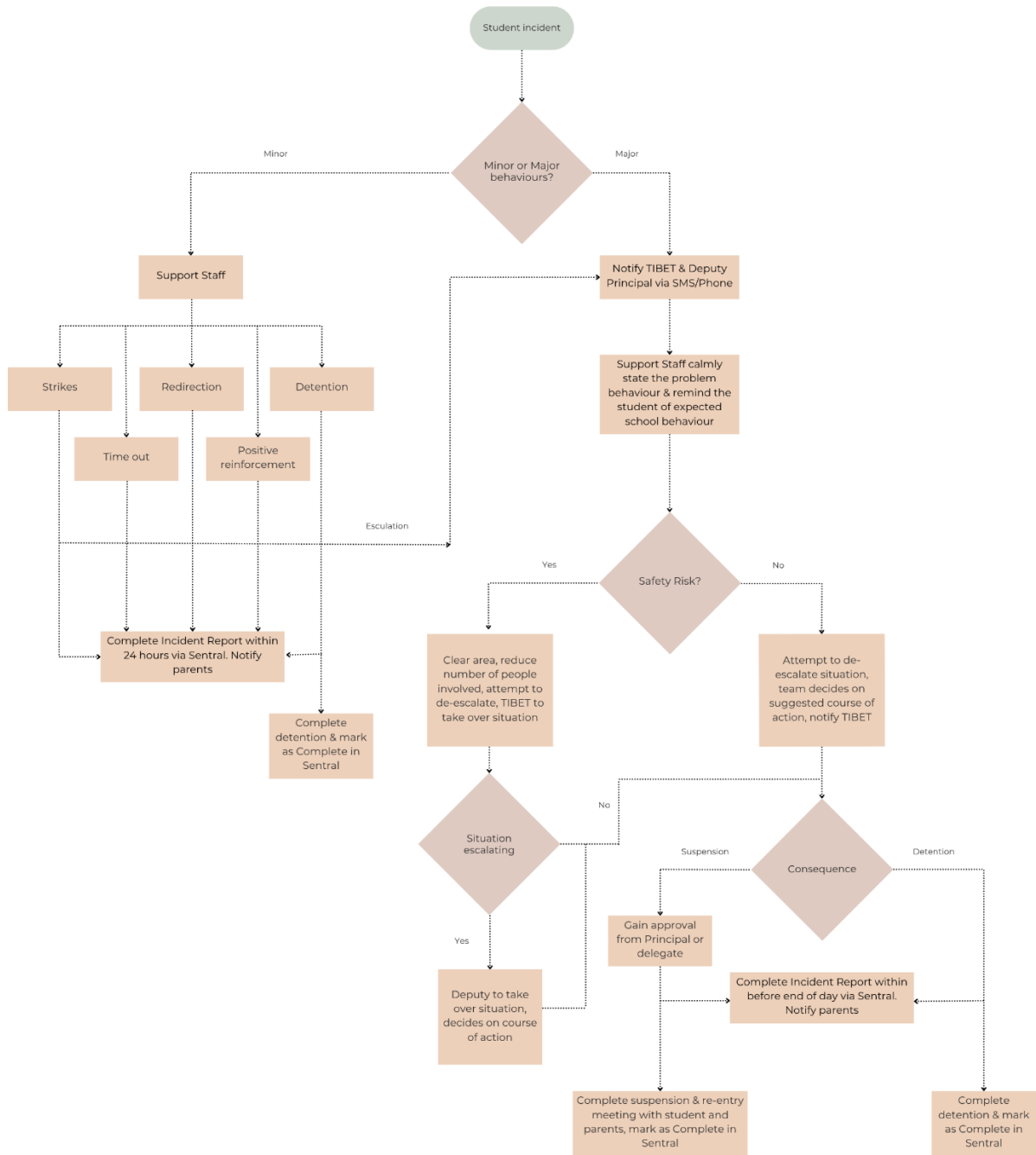
- Circle Time or Restorative Conversation – guided dialogue to listen, understand and rebuild trust.

- Restorative Justice Process – a structured meeting involving those affected to explore what happened, who was impacted, and how peace and right conduct can be restored.
- Written or Verbal Apology – sincere expression of regret and intent to make amends.
- Community Service or Service-Learning Task – practical action to contribute positively to others.
- Re-entry Meeting – a supported return to the school community after a suspension or period away.
- Counselling or TIBET Session – reflective support to explore emotions and learn self-regulation skills.
- Reflection on a Human Value or Virtue – linking personal growth to values such as patience, forgiveness, or honesty.

Through these restorative experiences, students are supported to reflect on their behaviour, accept responsibility for their choices, and find the courage to make up for their mistakes in ways that promote healing and growth. They are guided to rise above the consequences with resilience and self-acceptance, learning that mistakes are part of being human — and that true strength lies in making amends and doing better next time.

This process helps students rebuild positive relationships, restore peace within themselves and others, and continue their *Journey to Human Excellence* — nurturing a peaceful mind and open heart through reflection, relationship, and resilience.

# Behaviour Management Flowchart



## Our Daily Practice of the Values

At Toogoolawa, values are not only taught — they are lived. Each day offers opportunities to practise the Five Human Values of Love, Peace, Truth, Right Conduct and Non-Violence through our routines, reflections and interactions with others.

Our daily rhythm is designed to help every boy find balance between head, heart and hand — to think clearly, feel deeply and act wisely. Through simple, consistent practices, students learn to care for their body, quiet their mind and open their heart.

### **Arriving in Uniform**

Each morning, students are expected to arrive at school wearing the correct Toogoolawa uniform. Wearing the uniform shows respect for the school, for others and for ourselves, and helps create a calm and united environment where everyone feels part of the same community.

Students must wear their Toogoolawa school shirt (clean and presentable), neat shorts or pants, and closed-in footwear suitable for movement and outdoor activities.

If a student chooses to wear **their own jumper instead of a Toogoolawa jumper**, it must be worn underneath the Toogoolawa school shirt, so that the school identity remains clearly visible. Non-Toogoolawa jumpers worn over the school shirt are not permitted.

Arriving dressed correctly each day reflects readiness to learn, personal responsibility, and pride in being part of the Toogoolawa community.

### **Mindful Nutrition and Care for the Body**

At Toogoolawa, we recognise that a calm mind begins with a healthy body. Each day starts the moment our students are seen by staff — whether at the train station, on the bus, or on campus. From that point onward, they are representing the school and are expected to uphold the values of **Right Conduct**, **self-discipline**, and **respect** through mindful choices about what they eat and drink.

Students are expected to arrive nourished by wholesome, balanced foods that support learning, focus, and wellbeing. They must not eat or drink on the bus or at the train station, and should be mindful not to consume energy drinks, soft drinks, or other items that do not serve their body or mind before school.

All meals and snacks are provided by the school to ensure consistency, nutrition, and care for every student. Foods or drinks brought from home are not permitted unless formally approved for medical or dietary reasons.

Foods and drinks high in sugar or caffeine — such as soft drinks, energy drinks, lollies, and processed snack foods — are not allowed at school. Any such items found on campus will be respectfully collected and disposed of.

Chewing gum is also not permitted. If a student is found chewing gum, they will be asked to remove it and place it in the bin immediately.

By following these expectations, students learn to be mindful of how what they consume affects their body, mood, and concentration. Making wise choices about food is part of practising self-care, self-control, and gratitude — habits that support a peaceful mind, an open heart, and a healthy, balanced life.

### **Hand-Ins — Beginning the Day with Trust**

Each morning, students begin their day by handing in all personal belongings — phones, keys, GO cards, wallets, money and valuables. This ritual is an act of trust and self-discipline. It helps create a peaceful learning environment free from distraction and reminds us that we are here to focus on growth from within.

Hand-ins also build a sense of safety and community. Every student knows that belongings will be safely returned at the end of the school day — a simple practice of Right Conduct that fosters respect and responsibility.

At Toogoolawa, we look after our bodies with the same respect we show our minds — keeping them healthy, balanced and ready to learn.

### **Quiet Time — The Sacred Beginning**

Quiet Time nurtures self-awareness, mindfulness, humility, and peacefulness. It allows each student to quiet the mind, open the heart, and prepare to learn with calm and purpose.

Quiet Time begins every school day and is a non-negotiable practice at Toogoolawa. All students are expected to attend, participate fully, and uphold the calm and respectful atmosphere that this time represents.

Students who arrive late will complete a make-up Quiet Time with a staff member to help them settle, refocus, and begin the day with balance and awareness.

Quiet Time starts with one student chosen to kneel to light the candle — a gesture of humility and reverence for the king within us all, symbolising the goodness, strength, and potential that lives inside every person. The group remains seated in stillness and silence as this takes place.

Students are expected to participate actively in the prayers and sacred words reciting each with sincerity and focus.

Only one person speaks at a time. There is no calling out or side talk. Students are to listen attentively, speak mindfully, and show respect for every person who shares. (Students earn Daily Points for participating respectfully and mindfully during Quiet Time, as outlined in the Daily Points Rubric.)

### **Prayers and Affirmations — Speaking from the Heart**

At Toogoolawa, our non-denominational prayers and affirmations are not just words — they are practices that connect us to peace within and harmony with others.

Each prayer and affirmation reminds us of the goodness already inside us and helps us live the Five Human Values of Love, Peace, Truth, Right Conduct and Non-Violence through thought, word and action.

These moments bring stillness, clarity and gratitude into our day, helping every boy strengthen the connection between head, heart and hand.

They remind us that education is not only about learning facts, but about discovering our true nature — calm, kind and good.

### **Our Morning Prayers and Affirmations include:**

The Remembering: *“As I light this candle, I light the flames of love, peace, truth, right conduct and non-violence.”*

The Morning Affirmation: *“We start the day with love. We fill the day with love. We end the day with love. This is the way we live.”*

The Forbearance Prayer:

*“Let us have forbearance towards each other. Let us rejoice together. Let us all strive together. Let us live and move in harmony. Let us grow together. Let us cherish the wisdom we have acquired together.”*

The Universal Prayer: *“May all beings in the world be happy.”*

The Namaste Affirmation: *“Namaste”* (Means: My light sees your light together we are ONE.)  
*The Intention: “May we honour the goodness in each other.”*

### **Our Midday and Afternoon Prayers include:**

The Food Prayer:

*“We give thanks for this food. We pray that it makes us healthy, happy, peaceful and loving. We give thanks for our parents, our teachers and all those who support Toogoolawa School. We pray that everyone in the world will be given enough food to eat and enough clean water to drink.”*

### **Our Afternoon prayers**

The Prayer of St Francis of Assisi: *“Lord, make me an instrument of thy peace; where there is hatred, let me sow love...”*

The Prayer of Light: *“May your night/weekend be filled with Peace, Love, Truth, Right Conduct and Non-Violence.”*

Closing Greeting: *“Shalom”* (Literally meaning "Peace". It is used for both hello and goodbye.)

Each prayer and affirmation nurtures Peace through stillness, Love through gratitude, Truth through reflection, Right Conduct through mindfulness, and Non-Violence through compassion.

Together they help us end each day as we began — with calm hearts, clear minds, and goodwill toward all.

### **Learning Time — Respecting the Right to Learn**

Every lesson at Toogoolawa is an opportunity to learn, grow, and develop both knowledge and character. Everyone has the right to learn, and every teacher has the right to teach in a calm and respectful environment.

During lesson time, students are expected to:

- Participate willingly and stay engaged in the task.
- Listen carefully to all staff instructions.
- Complete the required work to the best of their ability.
- Show respect for others' right to learn by not interrupting, interjecting, or distracting the class.
- Use calm and respectful language at all times.

If a student feels frustrated or unsure, they may seek help respectfully. Support staff are always nearby to assist, and adjustments are available to help every student succeed.

Learning time is not only about building knowledge — it is about building self-discipline, patience, and right conduct. When students focus, listen, and show effort, they earn Daily Points that reflect their growth from student to apprentice, and ultimately, to master.

At Toogoolawa, we strive for progress, not perfection. Every lesson is a chance to practise focus, respect, and responsibility — the foundations of becoming the best version of ourselves.

### **Circle Time — Connecting with Each Other**

At Toogoolawa, **Circle Time** is a **sacred time** — a calm and respectful space where we come together to reflect, reconnect, and restore peace within ourselves and with others. It may be held at the start of the day, after an incident, or whenever the class needs to pause, reset, and find balance again.

During Circle Time, students are expected to sit calmly, listen respectfully, and speak with honesty and care. Only one person speaks at a time, and everyone listens with full attention. What is shared in Circle Time **stays in the circle**. It is not to be repeated outside, because the circle is built on **trust**. When we honour this trust, we create a safe space where everyone can speak openly and be heard without judgement.

Circle Time helps us strengthen **reflection, relationship, and resilience** — the three key steps on the Journey to Human Excellence. It supports the growth of **performance character**, through focus, self-discipline, and responsibility, and **moral character**, through truth, kindness, and respect for others.

At Toogoolawa, Circle Time reminds us that this moment together is sacred. When our minds are peaceful, our hearts open, and our words truthful, we honour each other and prepare ourselves to learn, grow, and live with Love, Peace, Truth, Right Conduct, and Non-Violence.

### **Food and Mealtimes — Eating with Gratitude and Respect**

Each meal at Toogoolawa begins with the Food Prayer, said together as a sign of gratitude for the nourishment we receive and for all those who make it possible — the farmers, cooks, and staff who prepare our meals with care.

After the prayer, students are expected to:

- Wait patiently and take turns to receive their food.
- Sit calmly and eat together at the tables, using this time to build positive relationships.
- Eat mindfully, showing gratitude and awareness of the food that sustains them.
- Avoid wasting or throwing food.
- Speak respectfully and keep the mealtime atmosphere peaceful.
- Clean up after themselves, returning utensils and leaving the eating area tidy.

Mealtimes are moments to practise Right Conduct, Love, and Peace — showing gratitude, patience, and respect for others. By eating mindfully and acknowledging the interconnectedness of all life, students nurture both body and spirit, learning that gratitude is the foundation of a peaceful mind and open heart.

### **Thought of the Week — Living Wisdom**

Each week, we reflect on a wise saying related to one of the Five Human Values. Staff guide students to explore what the thought means, how it applies to daily life and how it can be put into action.

Through these storytelling and reflections, students deepen their moral reasoning and strengthen the link between learning and living the values every day.

### **Silent Sitting — Returning to the Centre**

Midday Silent Sitting is a pause to rest the mind and renew focus. It reminds us that peace begins within and that stillness is a form of strength. In this moment of quiet awareness, students learn to regulate their thoughts and emotions — an essential step on the Journey to Human Excellence.

### **Acknowledgements — Speaking the Language of the Virtues**

At Toogoolawa, every day ends with **Acknowledgements** — a short but powerful time to pause, reflect, and notice the good within ourselves and others.

It's our way of finishing the day with gratitude and peace.

When we use the **language of the virtues**, we don't just say nice words — we describe *real actions* that show our values in daily life.

For example, a student might say,

“I showed **patience** today when I waited calmly for my turn in sport,”

or

“I saw **kindness** when John helped a younger student pick up his lunch.”

Acknowledging ourselves helps us see our own growth and build self-respect.

Acknowledging others helps us build trust, connection, and appreciation for the people around us.

When we speak the language of virtues like **courage, honesty, and respect**, we strengthen those qualities inside us — just like exercising a muscle.

It reminds us that every action, big or small, can show **Love, Peace, Truth, Right Conduct, and Non-Violence**.

At Toogoolawa, Acknowledgements are a daily reminder that each of us has goodness within — and that every day is a chance to recognise it, speak it, and live it.

## School Policies

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

- Temporary removal of student property
- Preventing and responding to bullying
- Digital Responsibility and Cyber Safety
- Cyberbullying

### 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.

In determining what constitutes a reasonable time to retain student property, the principal or 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 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 Toogoolawa School and will be removed if found in a student's possession:

- Personal food and beverages
- 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)
- Vapes (regardless of nicotine content)
- 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.

\*\* 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 Toogoolawa School:

- do not require students' consent to search through a student's bag without his immediate prior knowledge. Consent to search through a student's property is part of condition of enrolment parents and students have agreed to.
- do not require the student's consent to search school property such as 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,
- 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.
- 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 Toogoolawa School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Toogoolawa School 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 school staff that the property is available for collection.

### **Students** of Toogoolawa School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Toogoolawa School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or school staff it is available for collection.

## Preventing and responding to bullying

Toogoolawa School upholds the principles of the Australian Student Wellbeing Framework, which promotes positive relationships and a safe, respectful school culture. We know that learning thrives when students and staff feel connected, secure and valued.

Our school's Student Representative Council (SRC) plays a key role in shaping wellbeing initiatives and reviewing strategies that enhance student safety, inclusion and belonging. These are guided by the five pillars of the Australian Student

### **Wellbeing Framework:**

**Leadership** – School leaders model inclusive, respectful and positive behaviour.

**Inclusion** – Every member of our community contributes to a culture of acceptance and mutual respect.

**Student Voice** – Students are encouraged to speak up, contribute ideas, and take ownership of their wellbeing.

**Partnerships** – Families and the wider community are active partners in supporting student learning and safety.

**Support** – Staff and families share a common understanding of wellbeing and positive behaviour support.

### **Definition of Bullying**

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated behaviour intended to cause physical, social or psychological harm
- involving one or more individuals misusing their power over another who feels unable to stop it
- occurring in person or online, overtly or covertly, and repeated or likely to be repeated over time
- having immediate and long-term impacts on those involved, including bystanders.

### **Bullying is not:**

- one-off conflicts or disagreements
- mutual arguments between equals
- single acts of meanness or exclusion.

However, all such behaviours are treated seriously and addressed restoratively.

### **Responding to Reports of Bullying**

All reports of bullying — including those occurring online or outside of school — are taken seriously and followed up using a clear, values-based response process.

When a report is made:

1. Listen: Staff provide a safe, calm space for the student to share their experience.
2. Assess: The immediate safety and wellbeing of all involved is prioritised.
3. Act: Steps are agreed with the student and family, documented in Sentral, and followed up within set timeframes.
4. Monitor: Staff check in regularly to ensure safety, connection and progress.
5. Support: Counselling, restorative meetings or targeted programs may be offered to assist both the student affected and the student responsible.

All timeframes and actions are discussed openly with the student and family. The professional judgment of staff guides the response in each case.

### **Student Intervention and Support**

Toogoolawa provides support for all students involved in bullying incidents — both those affected and those responsible.

#### **Students affected by bullying**

- Are supported through the TIBET team, class staff, and counsellors.
- May receive ongoing wellbeing check-ins and restorative support.

#### **Students who engage in bullying behaviour**

- Are guided through reflection, counselling and restorative processes.
- May participate in social development or behavioural coaching programs.
- May receive disciplinary consequences (such as withdrawal from activities, detention, internal suspension or, in serious cases, suspension or exclusion).

Every response is grounded in Restoration, Accountability and Healing — not punishment for its own sake.

### **Anti-Bullying Compact**

The Toogoolawa Anti-Bullying Compact outlines how our community works together to maintain a safe and respectful environment.

It is signed by students and parents at enrolment and may be revisited as needed.

## **Toogoolawa School– Anti-Bullying Compact**

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

### **Toogoolawa School– Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

- 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 conflicts or fights between equals, whether in person or online, are not defined as bullying.

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## Digital Responsibility and Cyber Safety

At Toogoolawa School, technology is part of learning and life.

It connects us to knowledge, creativity and each other.

How we use it shows who we are inside.

Every keystroke, message and post reflects the same values we practise in person — **Love, Peace, Truth, Right Conduct and Non-Violence.**

### Respectful Use of Technology

When we use technology, we choose to:

- act with Right Conduct – using devices for learning, creativity and connection;
- speak with Love – choosing words and images that uplift and include;
- seek Truth – sharing information that is accurate, kind and respectful;
- live with Peace – staying calm and thoughtful, even when challenged;
- practise Non-Violence – never using technology to harm, insult or humiliate.

Students agree to:

- use school devices for educational purposes only;
- care for all equipment and report damage or loss immediately;
- protect privacy by not sharing personal information, photos or videos without consent;
- follow teacher directions and school routines for technology use;
- avoid accessing or sharing inappropriate, illegal or violent content;
- tell a trusted staff member if they see or experience anything unsafe online.

Failure to meet these expectations may result in the temporary loss of technology access, restorative learning sessions, or other consequences under the Tiered Behaviour Framework.

### Mobile Phones and Personal Devices

To help everyone stay focused and peaceful:

- Phones and personal devices are handed in each morning and returned at the end of the day or after a Detention.
- Devices remain switched off and out of sight during class and break times unless a teacher gives permission for a learning purpose.

It is appropriate to use a phone or device only when:

- completing teacher-directed tasks, research, or creative projects;
- communicating respectfully with staff or parents when given permission;
- accessing approved educational platforms or references.

It is never appropriate to:

- use a device during Quiet Time, Circle Time, Reflection or meals;
- record or photograph anyone without consent;

- post, share or forward images, messages or material that could embarrass, defame or harm another person;
- use a device to threaten, tease, bully, cheat or break copyright laws.

By practising mindful use of devices, students strengthen self-discipline, respect and awareness — qualities of a peaceful mind and open heart.

### **Social Media and Online Behaviour**

Social media allows connection and creativity, but it also carries responsibility.

Before posting or sharing, pause and ask:  
“Is it true? Is it kind? Is it helpful?”

Students and families are expected to:

- protect the good name of Toogoolawa School and its community;
- avoid public discussion or criticism of staff or students on social platforms — concerns should be raised directly with the school;
- communicate online in ways that show courtesy, care and truth;
- seek permission before tagging, sharing or reposting content that includes others;
- report harmful, unsafe or defamatory online behaviour to the school, or if serious, to the **Office of the eSafety Commissioner** or the **Queensland Police Service**.

Serious misuse — such as online harassment, threats or defamation — may lead to disciplinary action under Tier 3 procedures and, if required, referral to external authorities in accordance with the Criminal Code Act 1995 (Cth) and the Defamation Act 2005 (Qld).

### **Supporting Safe and Age-Appropriate Use**

From 10 December 2025, Australian law requires parental consent for social media users under 16 and stronger age-verification checks.

Toogoolawa supports these reforms as part of our commitment to digital wellbeing.

Families are encouraged to:

- review and monitor their child’s social media use and privacy settings;
- discuss how online choices reflect values and respect for others;
- establish clear, consistent boundaries for device and social media use at home;
- model calm, kind and balanced technology habits.

# Responsible Use of Technology Agreement

As a student at Toogoolawa School, I recognise the importance of technology in our modern world and understand that the school provides access to technology resources for educational purposes. In order to use these resources responsibly, I agree to abide by the following guidelines:

1. **Respectful and Appropriate Use:** I will use technology resources in a responsible, ethical, and lawful manner, and in accordance with the values of love, peace, truth, right conduct, and non-violence. I will not use technology resources to harass, bully, or intimidate others, or to access or distribute inappropriate content.
2. **Personal Safety and Privacy:** I will safeguard my personal information and the personal information of others and will respect the privacy of others. I will not share my personal information with strangers online or post personal information about others without their consent.
3. **Academic Integrity:** I will use technology resources for academic purposes only and will not use them to cheat or plagiarize. I will not share my work with others unless instructed to do so by a teacher.
4. **Responsible Device Use:** I will take responsibility for the devices assigned to me by the school and will not damage, modify, or misuse them. I will report any technical issues or damages to a staff member immediately.
5. **Legal Compliance:** I will use technology resources in compliance with all applicable laws, including copyright and intellectual property laws, and in accordance with the values of love, peace, truth, right conduct, and non-violence.
6. **Internet Safety:** I will use the internet in a safe and responsible manner, and I will not engage in online activities that are illegal, unsafe, or in violation of the values of love, peace, truth, right conduct, and non-violence.

I understand that failure to follow these guidelines may result in the loss of technology privileges, disciplinary action, or legal consequences. By signing below, I agree to follow these guidelines and to use technology resources responsibly, in accordance with the values of love, peace, truth, right conduct, and non-violence.

(Student Name): \_\_\_\_\_

(Date): \_\_\_\_\_

(Parent/Guardian Signature): \_\_\_\_\_

## Cyberbullying

Cyberbullying is any online behaviour that hurts, humiliates or excludes others.

It may include sending mean messages, spreading rumours, impersonating someone, or posting private material without consent.

It causes real harm — often beyond the school day — and is treated with the same seriousness as in-person bullying.

If cyberbullying occurs:

1. Tell a trusted adult — a teacher, TIBET Leader, Deputy Principal or Principal.
2. Do not respond — take a screenshot for evidence and keep messages private.
3. Staff record the incident in SENTRAL and follow the Cyberbullying Response Flowchart
4. Parents are contacted and supports are offered to everyone involved.

Responses will depend on the severity of the behaviour:

- Tier 1 – Restorative discussion and re-education on digital respect.
- Tier 2 – TIBET support, parent meeting, temporary digital restrictions.
- Tier 3 – Suspension, referral to police or the **eSafety Commissioner**, and enrolment review if behaviour endangers others.

Cyberbullying beyond school hours that affects students, or staff may still be subject to school action under the Education (General Provisions) Act 2006 (Qld).

### Partnership with Families

Digital wellbeing is a shared responsibility.

Parents and carers are encouraged to:

- model positive and calm online communication;
- monitor and guide their child's technology use;
- use direct contact with the school — not social media — to raise concerns;
- reinforce the school's values of Love, Peace, Truth, Right Conduct and Non-Violence at home and online.

### When Things Go Wrong

If online behaviour harms others or breaches school expectations:

- the incident will be investigated compassionately and fairly;
- restorative and educational supports will be offered first;
- serious or repeated misconduct may lead to disciplinary action under the school's Tiered Behaviour Framework;
- unlawful activity will be referred to the appropriate authorities.

## **Our Commitment**

At Toogoolawa, we use technology to learn, not to harm.

We remember that every post, message and photo is an echo of our inner state.

When we act with awareness and kindness, we help create a digital world that mirrors the peace we practise within.

*“Truth is spoken not only with words, but with clicks, posts, and choices.”*

*May our digital actions always reflect Love, Peace, Truth, Right Conduct and Non-Violence.*

## 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

# Legislative Delegations

## Legislation

In this section of the Toogoolawa School Student Code of Conduct are links to legislation which influences form and content of the schools discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth 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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

## Delegations

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

The Principal is 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 TIBET.

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

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

# Appendix

## Positive Behaviour Expectations

Setting	I am an Explorer	I am Respectful	I am Responsible
All Areas	<ul style="list-style-type: none"> <li>✓ I will always do my best</li> <li>✓ I will respectfully give my point of view</li> <li>✓ I will learn from the best in others</li> <li>✓ I am always ready to learn new things</li> <li>✓ I am asking, "How can I make the world a better place?"</li> <li>✓ I am learning to listen to my moral compass.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I do not want what I do and say to hurt others</li> <li>✓ I try to have good manners</li> <li>✓ I enjoy speaking respectfully to everyone</li> <li>✓ More and more I am being kind to plants and animals</li> <li>✓ I will respect and listen to others</li> <li>✓ I respect the right of others to feel safe in my presence</li> </ul>	<ul style="list-style-type: none"> <li>✓ I always ask, "Will doing this help my Diamond to shine?"</li> <li>✓ I keep my hands and feet to myself</li> <li>✓ I walk away if I feel angry</li> <li>✓ I always stay on school grounds unless with a staff member</li> <li>✓ I will be helpful and kind</li> <li>✓ I always accept responsibility for my actions</li> </ul>
Indoor Areas	<ul style="list-style-type: none"> <li>✓ I will listen and learn from others</li> <li>✓ I will try, try and try again</li> <li>✓ I will help boys who need help</li> <li>✓ More and more I want to learn</li> <li>✓ If I follow the class rules, I can learn more</li> <li>✓ I am learning how to concentrate</li> <li>✓ I am learning how to feel peaceful</li> </ul>	<ul style="list-style-type: none"> <li>✓ When I respect others, I know that others will follow my example</li> <li>✓ I will treat other boys the same as I would like them to treat me</li> <li>✓ I will do my best to respect the staff</li> <li>✓ More and more I am enjoying the feeling of group cooperation</li> <li>✓ I like to help other boys with their work</li> </ul>	<ul style="list-style-type: none"> <li>✓ I show respect for school property</li> <li>✓ I like to encourage others to get along with each other</li> <li>✓ I will help staff in any way I can</li> <li>✓ I like to set a good example of the five Human Values</li> <li>✓ I listen with respect to staff and try to do what is asked of me</li> </ul>
Outdoor Areas	<ul style="list-style-type: none"> <li>✓ I will always try my best</li> <li>✓ I will accept that I cannot always win.</li> <li>✓ I will show sportsmanship</li> <li>✓ I will be joyful</li> </ul>	<ul style="list-style-type: none"> <li>✓ It will include others in our games</li> <li>✓ I will agree that we take turns</li> <li>✓ I am a good sport</li> <li>✓ I will congratulate others for their skill</li> <li>✓ More and more I believe that happiness comes from within</li> </ul>	<ul style="list-style-type: none"> <li>✓ I will pick up any rubbish</li> <li>✓ I will not to be too rough</li> <li>✓ I will follow the rules of the game</li> <li>✓ I will encourage everyone to get on well with each other</li> <li>✓ I will accept staff and/or umpire's call</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>✓ I will learn more about hygiene</li> <li>✓ I will return to the class promptly after using the toilet</li> <li>✓ I am becoming more self-aware so that I can use the toilet before</li> </ul>	<ul style="list-style-type: none"> <li>✓ I always respect the privacy of others</li> <li>✓ I feel good when I leave the toilet clean</li> <li>✓ I move out when I'm done so it is free for others</li> <li>✓ I always flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>✓ I try using toilets at break times</li> <li>✓ I always use soap and wash my hands well</li> <li>✓ I don't waste water</li> <li>✓ I always leave the toilet clean</li> <li>✓ I will not waste time by staying in the toilet</li> </ul>

	school and during breaks	✓ I am grateful for my healthy body	✓ I will inform staff if there is no soap/toilet paper
Eating Area	<ul style="list-style-type: none"> <li>✓ I will learn more about eating healthy foods</li> <li>✓ I will learn how to cook healthy food</li> <li>✓ I am learning how to eat with etiquette</li> <li>✓ I am exploring how to eat mindfully</li> </ul>	<ul style="list-style-type: none"> <li>✓ I allow others to eat peacefully</li> <li>✓ I wait patiently for my turn</li> <li>✓ I show respect to those who provide the food</li> <li>✓ I will say the food prayer with gratitude</li> </ul>	<ul style="list-style-type: none"> <li>✓ I sit down to eat</li> <li>✓ I will put all rubbish in the bin</li> <li>✓ I like to make sure there is enough food left for others</li> <li>✓ I will be mindful of portion sizes</li> <li>✓ I will not waste food</li> </ul>
Before and After School	<ul style="list-style-type: none"> <li>✓ I will be punctual</li> <li>✓ I will take pride in wearing my uniform</li> <li>✓ I'm finding out how to behave well when away from school</li> <li>✓ I understand what our logo means</li> </ul>	<ul style="list-style-type: none"> <li>✓ I will show good manners</li> <li>✓ I will respect my parents and carers</li> <li>✓ I will think and behave according to the five Human Values outside of school</li> <li>✓ I am building a positive mindset</li> </ul>	<ul style="list-style-type: none"> <li>✓ I will have a good night's sleep</li> <li>✓ I will always try to be a good example of the five Human Values</li> <li>✓ I will not leave the school grounds once I arrive at school</li> <li>✓ I show respect to the police and others in authority</li> <li>✓ I show respect for public property</li> <li>✓ I will not disturb the public by my talk and behaviour</li> <li>✓ I will arrive at school on time.</li> </ul>
Outings	<ul style="list-style-type: none"> <li>✓ I'm learning about group cooperation</li> <li>✓ I will learn how to get on well with people everywhere</li> <li>✓ I am learning how to get on with others so that I am welcome everywhere</li> <li>✓ I will respect public property</li> </ul>	<ul style="list-style-type: none"> <li>✓ I will use my manners when speaking and when spoken to</li> <li>✓ I use respectful language and actions</li> <li>✓ I am mindful of the impact of my talk and actions in public</li> </ul>	<ul style="list-style-type: none"> <li>✓ I will cooperate with staff</li> <li>✓ I help staff to look after any equipment</li> <li>✓ I treat our buses with respect and ask other students to do the same</li> <li>✓ I stay with the group</li> <li>✓ I do my best to be true to my moral compass</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>✓ I want to understand other people's experiences</li> <li>✓ I accept that we are all different and we learn differently</li> <li>✓ I will learn to be patient with others</li> <li>✓ I will include others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I help new students feel welcome</li> <li>✓ I like to share my self-confidence with others</li> <li>✓ I always try to see the 'King' in all other students</li> <li>✓ I will support others who have yet to find their voice or place</li> </ul>	<ul style="list-style-type: none"> <li>✓ I help other students whenever I can</li> <li>✓ I inform staff of any bullying</li> <li>✓ I try to relate to the 'King' in every student</li> <li>✓ I help those who are less fortunate than me</li> </ul>

## VbE Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the

### **Students**

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

**Love** can be expressed by:

- ❖ Relating to the 'wise inner-goodness' of each student
- ❖ Whenever possible, putting the interests of the student ahead of one's own
- ❖ Using caring and respectful words
- ❖ Developing compassion, so that the student's pain and frustration is felt and understood

**Peace** can be expressed by:

- ❖ Being a good listener
- ❖ Taking time to explain things carefully, sometimes more than once
- ❖ Showing patience and tolerance, even when provoked
- ❖ Moving without hurry or haste

**Truth** can be expressed by:

- ❖ Practising honesty in dealing with students, staff, friends, society and encouraging honesty in the students
- ❖ Recognising that we are more than a body which moves, thinks and feels –that we are all kings and queens in disguise
- ❖ Learning to discover and trust one's own intuition
- ❖ Developing self-confidence and having trust in a higher power

**Right Conduct** can be expressed by:

- ❖ Behaving towards others (particularly students) as one would like others to behave towards oneself
- ❖ Demonstrating personal tidiness, punctuality and integrity
- ❖ Being true to the dictates of one's own conscience
- ❖ Having respect for society's laws, the elderly, one's parents, and for the customs and practices of other cultures and faiths

**Non-violence** can be expressed by:

- ❖ Refraining from using hurtful words or actions
- ❖ Not speaking (or thinking) badly about others
- ❖ Speaking gently and kindly, even when firmness is required
- ❖ Avoiding the expression of one's own anger, resentment, bitterness, jealousy and selfishness –changing them into love and peace as much as we can.

An example of class-wide incentives to encourage self-awareness and reflection include student levels

Level	Master	Apprentices	Students	Below Student
Daily Points	38 - 50	32 – 37	25 – 31	≤ 24
Weekly Points				
Odd Week	190 - 250	160 - 250	125 – 159	≤ 124
Even Week	150 - 189	128 - 159	100 - 127	≤ 99

An example of how students may earn points to ascertain their level is as follows (Rubrics may vary from class to class depending on class agreements):

**Points Rubrics (Total 50 points)**

Quiet Time 1 (4 pts)

Criteria	Participated Willingly (Including Hand ins)	Recited All Prayers	Maintained Respect & Silence
Points	1	1	2

Learning Periods (4 points) x 6 periods = 24 points

Criteria	Participated Willingly	Listened to all Staff Instructions	Finished All Required Work	Was Respectful of other students right to learn
Points	1	1	1	1

Lunch (4 pts)

Criteria	Listened to all Staff Instructions	Recited Meal Prayer	Returned Utensils & Cleaned Eating Area	Did not Waste Food
Points	1	1	1	1

Silent Sitting (4 pts)

Criteria	Eyes Closed	Maintained Respect & Silence	Was Still – Did not move
Points	1	2	1

Sport Periods (4 pts) for HPE lessons

Criteria	Participated Willingly	Listened to all Staff Instructions	Displayed Sportsmanship
Points	1	1	2

Acknowledgements (4pts)

Criteria	Participated Willingly	Maintained Respect & Silence	Recited All Prayers	Acknowledged Others & Self
Points	1	1	1	1

Human Values (10pts)

Criteria	Was Loving and Kind	Was Peaceful	Was Truthful	Practiced Right Conduct (Was Respectful & Fair)	Was Non-violent (No fighting or Inappropriate language)
Points	2	2	2	2	2

Total: 50 pts

5 Days Total: Master: 190 (38pts) Apprentices: 160 (32pts) Students: 125 (25 pts)