The BUSY School Ltd Student Code of Conduct

Purpose:	The BUSY School (TBS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences, acquire values supportive of their lifelong wellbeing and establish a pathway to future employment and/or training.		
Scope:	This policy applies to all TBS students.		
Status:	Approved	**Supersedes:**	v5.1 (June 2025)
Authorised by:	Board Chair	**Date of Authorisation:**	January 2026
Review Date:	Annually	**Next Review Date:**	January 2027
Policy owner:	The BUSY School Ltd – Board of Directors		

Related legislation

- Australian Human Rights Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth), Inc. Guidance Notes
- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- Criminal Code Act 1899
- Anti-Discrimination Act 1991 (Qld)
- Judicial Review Act 1991
- Family and Child Commission Act 2014 (Qld)
- Child Protection Act 1999 (Qld)
- Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16
- Child Safe Organisations Act 2024 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Qld)
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures

- The BUSY School (TBS) Employee Code of Conduct
- TBS Alcohol, Smoking Product and Illicit Drug Policy
- TBS Anti-Discrimination/Inclusion Policy
- TBS Disability Discrimination Policy
- TBS Work Health and Safety Policy

Rationale:

The Student Code of Conduct is designed to facilitate high standards of expectations and behaviours to support quality learning and teaching at The BUSY School (TBS) and to support students so they can participate positively within the school community. TBS values the diversity of students and acknowledges the abilities and rights of students to learn and to experience success. All students are encouraged and challenged to reach their potential.

The BUSY School is a place where students:

- feel safe and well cared for
- are expected to develop skills to support them in achieving their personal endeavours, complete senior schooling and gain employment opportunities
- have the opportunity to engage in a range of programs to support employment and/or further training
- are expected to meet expectations in the Student Code of Conduct and Enrolment Agreement.

1. Learning and behaviour statement

The BUSY School uses a fair and consistent process for managing behaviour and implements restorative approaches that encourage behaviours that are supportive and respectful for students to be ready for work and/or further education and training. TBS creates and maintains positive and productive learning and teaching environments, where all school community members have clear and consistent expectations and understandings of their role, rights and responsibilities.

The following expectations are used to promote high standards of responsible behaviour:

- Be safe
- Be respectful
- Be a learner
- Be strong

The BUSY School expectations and code of conduct have been agreed upon and endorsed by The BUSY School Board.

2. Student dress code

The BUSY School provides students with BUSY School polo shirts and a hoodie/senior jersey or similar. TBS apparel must be worn to school as these standards uphold our commitment to supporting students in employment, and campuses are frequently visited by industry and prospective employers. Students have choice of wearing appropriate length shorts, skirts or trousers.

Shoes: For workplace, health and safety reasons, students are to wear closed in shoes only, e.g., joggers, sneakers, sports and canvas shoes, ballet flats.

Hats/caps/beanies may be worn during school hours; however, it is expected that they are removed for special events and identified guests.

Not permitted:

- open sandals, slides with socks.
- clothing that depicts drugs, alcohol, illegal activity, images or slogans that are offensive and/or discriminatory.
- tops that show the mid-riff/stomach, thin strapped and/or are revealing.
- clothing length that is above the mid-thigh or has rips/tears that are revealing and not appropriate to be worn to school.

Distance Education

For students enrolled in the BUSY School Distance Education program there is no requirement for students to wear a uniform during virtual lessons. It is expected that students are dressed in appropriate clothing for being in a virtual classroom with their peers and teacher.

If a Distance Education student attends a campus for VET training or otherwise, they are required to wear clothing that is appropriate and follow these same guidelines for appropriate standards of dress.

Clothing that is not permitted online or at any campus includes:

- clothing that depicts drugs, alcohol, illegal activity, images or slogans that are offensive and/or discriminatory.
- tops that show the mid-riff/stomach, thin strapped and/or are revealing.
- clothing that has rips/tears that are revealing and not appropriate to be worn in a school environment.
- Sleeping attire – students must be wearing clothing that would be suitable to wear to a non-uniform school campus.

3. Attendance

The BUSY School has a flexible 5-day schedule that includes education and industry days. Student attendance is required every day of their 5-day program. The location of attendance varies for each student and is inclusive of attending another location different from the school physical campus or Distance Education virtual environment, such as, an RTO to complete vocational and education training (VET) qualifications, work experience, school-based apprenticeship or traineeship, or other programs as approved by the Campus Principal.

Notification of Absence

Parents/carers must notify the campus of their young person's absence by 8.45am on the day of absence. Notification of absence can be via telephone or email identifying the full name of the student, date and reason for absence. Campus phones can be called at any time and a message left if staff are unavailable.

While some staff at The BUSY School have a mobile phone; all absence notification must be made to Reception or the Distance Education Administration Officer.

Arrival and Departure

Typically, The BUSY School opens school days from 8.00am, at which time students may choose to have breakfast. Students should be at school ready to start their first lesson at 8.30am. Lessons finish at 2.45pm and students should leave the campus soon thereafter.

Distance Education

Students are expected to be online in their virtual classroom ready for their first lesson. This time may vary depending on the student's program of learning. Students are expected to leave the virtual classroom during breaks and then log in for each lesson throughout the day. Students will log off from their virtual lessons at the end of the day which will vary depending on their program of study.

Late Arrivals

Students that arrive after 8.30am must present to reception to ensure their attendance has been recorded. An automated SMS is sent to parents/carers by 9.30am to notify if their young person is absent from school. Parents/carers have the responsibility of notifying and verifying the school of their young person's absence. Students who persistently arrive late are likely to have a meeting with an Education Youth Worker, which may also include the student's parent/carer.

Distance Education

Students that are late to log on for their virtual lesson in the morning, must ensure their attendance has been recorded by their teacher. They can send a message in the chat function to let the teacher know they have arrived if the lesson has already started.

Early Departures

Students are permitted to leave the campus or virtual lesson early when a parent/carer has provided permission. It is preferred that written permission is provided for early departures; however, the parent/carer may also provide verbal permission. If a student leaves school early without permission, parents/carers will be notified.

Attendance – Education and Industry Days

Attendance is monitored closely by each campus as consistent attendance supports course completion to remain eligible for a Queensland Certificate of Education (QCE). Course completion includes school subjects, vocational education and training (VET) qualifications and The BUSY Schools to Work program.

Students must notify the school, registered training organisation (RTO) or employer if they cannot attend a scheduled vocational or industry day or equivalent online sessions. Attendance at TAFE is recorded by their trainers in the TAFE Pathways database which can be accessed by designated BUSY Schools industry staff – the same information needs to be recorded by The BUSY School via Compass. Student attendance is recorded by all RTOs.

Students undertaking on-site work experience (WEX) or a school-based apprenticeship or traineeship at a physical location (SAT) are required to attend the location of work on their designated day/s to ensure completion of the training contract. Students must notify their supervisor and the school if they are unable to work. For students completing online work experience, attendance will be monitored according to each student's unique timetable and completion requirements.

Persistent attendance concerns are referred to the Campus Principal.

4. Behaviour Expectations

4.1 Behavioural Expectations

Behavioural expectations are communicated to all students with an emphasis on the use of affective language. Affective language provides accountability but also clear and consistent expectations for student by directly informing the desired behaviours to be demonstrated at school. Communicating behavioural expectations is a strategy directed towards positive behaviours and provides a framework for responding to unacceptable behaviour. The table below provides an overview of behavioural expectations across all settings, including in a virtual online learning environment.

Be Safe	• Each person has the right to feel and be safe. • Follow instructions and directions promptly • Walk around the campus and enter areas in an orderly manner • Use equipment/ facilities properly • Keep hands and feet to self • Look out for one other and report any concerns/inappropriate behaviour to staff • Gain permission to leave the learning environment or school, as appropriate • Use online tools sensibly and keep passwords and personal details private. • Refrain from partaking in and/or discussing illicit substances (drugs, smoking products or vaping) • On excursions, stay with the group or partner, gain permission to leave the group; ensure your whereabouts is known to staff. Students are not permitted to access to their vehicles during school hours.
Be a Learner	• Respect that each person has the right to achieve their best • Leave phones/headphones out of sight and switched off, unless permitted by a staff member • Be in the right place at the right time • Complete all work to the best of your ability • Walk quietly – so others can continue learning • Use appropriate volume for a learning environment • Utilise class time effectively by using breaks for toilet/drink breaks • Take turns, include others and be a good listener • Be on-task, be an active participant and attempt all learning activities • Listen and engage with any volunteer and guest speakers
Be Respectful	• Each person has a right to be accepted and treated with respect and courtesy. • Follow directions promptly • Allow others to learn and allow staff to lead learning sessions • Use appropriate manners • Model appropriate behaviours to help others learn • Assist staff and other students at all times • Speak respectfully • Look after your own property and that of others • Provide help to others in the learning environment • Ask questions appropriately if you are not sure • Gain staff attention politely and respectfully • Model the safe way of moving around the school • Look out for others and be mindful of others' personal space • Keep noise to a minimum when moving around the campus • Return to class promptly • Clean up after yourself, e.g., in the classroom, student kitchen, recreation areas

Be Strong	• Choosing appropriate behaviours even in difficult circumstances • Persistence - Getting on with the job despite obstacles • Remaining calm • Challenging ourselves to do what needs to be done • Taking personal responsibility for your own behaviour and being respectful when being given restorative actions • Showing up where you are meant to be, at the time you are meant to be there • Focussing on the learning task • Completing learning tasks to the best of your ability • Communicating with staff to solve problems – both emotional and academic • Accepting that accidents happen and not blaming others • Accepting and following the rules of a game • Acknowledging when you have chosen an inappropriate behaviour and accepting the follow up actions respectfully

4.2 Online lesson expectations and protocols

Category	Expectation
Lesson Login Time	Students should join their virtual lessons at least 5 minutes before the scheduled start time.
Profile Picture Guidelines	Students must upload a suitable profile image for online classes. This can be a head-and-shoulders photo or an avatar. Images must be respectful and classroom appropriate. Logos or branding from companies or organizations are not allowed.
Speaking During Lessons	Active verbal participation is required. Students should raise their hand and wait to be called on before speaking. If asked a question, they should unmute and respond. Microphones should remain muted when not speaking.
Use of Online Tools	Students must use features like the chat box, text box, pointer, and drawing tools responsibly. Misuse may result in restricted access. All interactions are monitored and recorded.
Lesson Materials	Students should come prepared with all necessary materials for each lesson.
Active Participation	Students are expected to engage in all lesson activities. Simply logging in without contributing or interacting may be marked as non-attendance.
Language and Background Noise	Respectful language and polite behaviour are expected at all times. Students and their families should be mindful of background noise, as it can be heard when microphones are active.

TBS implements the following proactive and preventative processes and strategies to support student behaviour:

- Communication of expectations for behaviour at enrolment interviews
- Information about behaviour expectations shared by staff, as appropriate
- Reinforcement of learning from behaviour shared at school assemblies (or similar) and during active supervision by staff during school organised activities
- Regular provision of information to staff and parents/carers, and support to others in sharing successful behavioural strategies and approaches
- Comprehensive induction programs which includes the Student Code of Conduct
- Individualised Learning Plans that incorporate behavioural goals developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all settings, as appropriate
- Adherence to specific policies to address use of personal technology devices, mobile phones, preventing and responding to incident of bullying, and alcohol, tobacco and illicit drugs policy.

4.2 Celebrating attendance and positive behaviours

At the discretion of the Campus Principal, The BUSY Schools celebrates the achievements of students at the end of each term with a celebratory lunch. This is to recognise that students are doing their best within their own circumstances. Staff and students in the Distance Education program celebrate the achievements of students at the end of each term in a virtual setting. This may include an organised online activity to celebrate student

success.

4.3. Unacceptable behaviour

The BUSY School makes systematic efforts to prevent student's choosing inappropriate behaviours by consistently reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, a consistent process is followed to determine appropriate responses. TBS seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The student management system, Compass, is used to record negative behaviours, strategies to support the student, communication with parents/carers and any intervention, as appropriate.

Responding to unacceptable behaviour

4.3.1 Restorative approaches for re-directing low-level and infrequent problem behaviour

TBS prefers to use a restorative approach to support students to reflect upon and adjust behaviours to meet expectations conducive for learning and teaching, and a work environment. When a student exhibits low-level and infrequent behaviours of concern, the first response of school staff is to implement a restorative process through the use of affective questioning which focus on specific behaviours of concern or an incident without using blame. Questions used should be directed towards problem solving and what needs to happen to make the situation right for all involved. TBS restorative approach also sets high expectations and accountability for behaviours and reminds students of expected behaviour, then asks them to adjust their behaviour so that it aligns with expectations.

The preferred strategy of re-directing low-level behaviours of concern is to ask the student to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be adjusted to align with the expectations of the school community.

4.3.2 Targeted behaviour support

Each year a small number of students at The BUSY School may be identified through our data as needing additional targeted behavioural support. In some cases, the behaviours of these students may not be immediately regarded as significant or severe, but the frequency of their behaviours may put these students' learning and social success at risk, as well as negatively impacting the learning environment for other students if the behaviours are not addressed in a timely manner.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

4.3.3 Intensive behaviour support: Behaviour Support Team

TBS is committed to educating all students, including those with more significant behavioural support needs. The safety of the school community is also considered in this context when developing strategies and behavioural support. TBS recognises that students with highly complex and challenging behaviours need comprehensive systems of support, and at times, the student may be referred to other agencies and/or learning environments that can support these needs.

At the discretion of the Campus Principal, a behaviour support team may be established to:

- work with other staff to develop and implement appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with other teams across TBS to achieve continuity and consistency.

The support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

4.3.4 Minor and major behaviours

When responding to behaviours of concern, staff first determine if the behaviour may be considered as major or minor, with the following agreed understanding:

- Minor behaviours of concern are managed by the staff member at the time it happens. The behaviour is recorded via Compass as a 'negative behaviour'. Parent/carers should be contacted by staff.
- Major behaviours of concern are referred directly to the Campus Principal. After investigation, the incident is recorded by the Campus Principal who will then determine an appropriate response. This includes contact with the parents/carers.

Typically, minor behaviours are those that:

- Are minor breaches of the school rules and expectations
- Do not seriously put others/self at risk of harm
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of behaviours of concern
- Do not require involvement of specialist support staff or the Campus Principal.

Minor behaviours of concern may result in the following responses:

- The response should be connected with the behaviour of concern, such as removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restoration or withdrawal while at school for work completion.
- A re-direction procedure. The staff member takes the student aside and:
    - Identifies the behaviour that student is displaying
    - Asks student to name expected behaviour
    - States and explains expected behaviour if necessary
    - Gives positive verbal acknowledgement for expected behaviour.

Typically, major behaviours of concern are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of the Campus Principal.

Major behaviours of concern result in an immediate referral to the Campus Principal because of their seriousness. When major behaviour of concern occurs, staff calmly state the behaviour and remind the student of expected school behaviour. If appropriate, a staff member may escort the student to reception or request support from the Campus Principal.

Major behaviours of concern may result in one, or more, of the following responses;

- Removal from the situation, relocation and a warning regarding future responses for repeat behaviours
- Alternate break activities and/or time
- Alternate and/or loss of time for recreational activity
- Restorative approaches
- Parent/carer contact
- Suspension/withdrawal from school (internal or external)
- Suspension/withdrawal from school followed by exclusion/cancellation of enrolment.

Note – Students who engage in serious behaviours of concern such as major violent physical assault, threatening violence on others, or the use and/or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension/withdrawal. Each case is managed individually and may not lead to the same outcomes for students. To ensure the safety of TBS community, serious incidences that occur outside of school hours may also impact a student's enrolment.

The following table may be used as a guide when considering behaviours of concern. Each case is managed individually.

	Area	Minor	Major
Being Safe	Movement around school	Running on concrete or around buildings Not walking bike/e-scooter in school grounds	
	Recreation	Incorrect use of equipment Not playing school approved games Playing/inappropriate behaviours in bathroom facilities	Throwing objects at others with the intent of harm Possession of weapons
	Physical contact	Minor physical contact (e.g., pushing and shoving)	Serious physical aggression Fighting
	Other		Possession or selling of drugs, smoking products or vaping
Bei ng	Class tasks	Not completing set tasks that are at an appropriate level	

		Refusing to work, complete unfinished tasks or submit assessment	
	Being in the right place	Not being punctual (e.g.: lateness after breaks) Not in the right place at the right time.	Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	Low intensity failure to respond to adult request Non-compliance and uncooperative behaviour	
	Correct Uniform	Not wearing closed-in shoes Not wearing correct uniform	
	Mobile Phone	Use of mobile phone for games, music, texting during class time	Use of a mobile phone in any part of the school for filming and recording purposes without authorisation. Refusal to hand phone to office or staff member when instructed.
Being Respectful	Language	Inappropriate language (written/verbal) Use of disruptive chat functions or online tools in virtual classrooms Calling out Poor attitude Disrespectful tone Offensive language	Aggressive language Verbal or written abuse / directed profanity
	Property	Lack of care for the school environment Littering	Stealing / major theft Wilful property damage Vandalism
	Others	Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment	Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

4.4 Relate behaviours of concern to expected school behaviours

When responding to behaviours of concern, staff ensure that students understand the relationship of the behaviour to expected school behaviour. Staff may:

- Articulate the relevant expected school behaviour
- Explain how the behaviour differs from expected school behaviour
- Describe the likely responses if the behaviour of concern continues; and
- Ask students to identify what they will do to change their behaviour to align with expected school behaviour.

Should inappropriate behaviours be repeated, the staff member may simply remind the student of the responses for the behaviour of concern

4.5 Ensuring consistent responses

The BUSY School staff authorised to issue responses for behaviours of concern are provided with appropriate professional development and/or training. Through training activities, staff work to ensure consistent approaches to behaviours of concern across the campuses and in virtual learning settings .

Students also receive training about how to respond when other students display behaviours of concern, and the courteous way to respond when a staff member re-directs their behaviour or shared information about the response for a behaviour of concern.

4.6 Suspension

Suspension is a serious disciplinary measure and is reserved for incidents when other responses have not reformed the consistent behaviour of concern of a student or where the incident is significant in nature. The BUSY School Campus Principal has the authority to suspend/withdraw a student from the school.

Typically, the student's behaviour meets one or more of the following conditions:

a. behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health,

safety or wellbeing of any person;
b. causes significant damage to or destruction of property;
c. commits or attempts to commit or is knowingly involved in the theft of property;
d. possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
e. fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
f. consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
g. consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

As a result of the above behaviours a student may be administered a suspension in which case they are not to attend school for the duration of the suspension. Alternatively, a Campus Principal may also choose for the student to complete an internal suspension, in which the student still attends school but is separated from other students during lessons and break times. This enables the student to continue their learning while on campus. In a Distance Education setting students may be separated from virtual lessons but expected to carry on with learning tasks using the online resources and videos of lessons provided.

5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving significant behaviours. This consistency ensures that appropriate actions are taken to ensure that students, staff and the school community are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Significant behaviours of concern are defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

6. General Behaviour Strategies

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

6.1 Physical intervention

The use of physical intervention is only considered appropriate where the immediate safety of the student or of others is threatened and the strategy is used to prevent injury.
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member

- Posing an immediate danger to themself or to others.

Appropriate physical intervention may be used to ensure that The BUSY School duty of care to protect students and staff from foreseeable risks of injury is met.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand physical intervention must not be used when a less significant response can effectively resolve the situation.

Any physical intervention made must:

- Be reasonable in the particular circumstance
- Be in proportion to the circumstances of the incident
- Always be the minimum response needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

Each instance involving the use of physical intervention must be formally documented. The following record must be maintained:

- The BUSY Group Incident Report (Folio online system)
- Compass Chronicle entry

7. Network of student support

Students at The BUSY School are supported through positive reinforcement from a range of support people:

- Parents/carers
- Teachers
- Support Staff, including Learning Support Teacher and Education Youth Worker.
- Campus Principal.

Support is also available through the following government and community agencies, including but not limited to:

- Department of Communities, Disability Services and Seniors
- Child and Youth Mental Health (CYMH)
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Community groups.

8. Consideration of individual circumstances

To ensure alignment with the Student Code of Conduct when applying responses, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

The BUSY School considers the individual circumstances of students when applying support and responses by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair and equitable responses for behaviours of concern
- Recognising and considering students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
    - Express opinions in an appropriate manner and at the appropriate time
    - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
    - Receive adjustments appropriate to their learning and/or impairment needs.

Version Control

Version No.	Date Effective	Approved by	Changes
1.0	26/05/2020	Approved by TBS Board of Directors	Initial draft version
2.0	June 2021	Approved by TBS Board of Directors	Reviewed against ISQ template. Version Control
3.0	June 2022	Approved by TBS Board of Directors	Reviewed against ISQ template. Version Control
4.0	June 2023	Endorsed by TBS Governance, Compliance and Strategy Committee Approved by TBS Board of Directors	Addition of new sections: • Name change of Behaviour to Conduct to Student Code of Conduct • Student Dress Code and Attendance • Revision of table for behaviour expectations to list 'All settings', inclusive of previous columns, walkways, basketball court, recreation/gym area, excursions • Reviewed against ISQP Template (no changes)
4.1	May 2024	Endorsed by Governance, Compliance and Risk Committee Approved to TBS Board of Directors	One minor spelling correction No change of content
5.0	March 2025		No changes
5.1	June 2025	Endorsed by Governance, Compliance and Risk Committee Approved to TBS Board of Directors	Additions of new details for the delivery of Distance Education
6	January 2026	Approved to TBS Board of Directors	Reviewed in preparation for new campus application. Version and format update only.