Queensland Government

Caloundra State High School

Student Code of Conduct 2023-2026

Every student succeeding

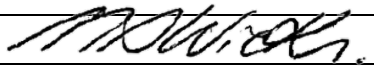
Empowering confident and creative lifelong learners through a student-centred approach to learning and wellbeing

Queensland Department of Education
Strategic plan 2021-2025

Contact Information

Postal address:	88 Queen St, Caloundra QLD 4551
Phone:	07 5436 8444
Email:	principal@caloundrashs.eq.edu.au
School website address:	https://caloundrashs.eq.edu.au/
Contact Person:	Natasha Wicks (Principal)

Endorsement

Principal Name:	Natasha Wicks
Principal Signature:	
Date:	31/3/2023 (updated 30/05/2024)

Disclaimer: The policies and procedures of Caloundra State High School may be subject to change through consultation with the community throughout the school year. Any changes will be notified to parents and carers through the school newsletter and updated on the school website. Students will be advised through student notices, email and student assemblies.

Contents

Purpose **4**
Learning and Behaviour Statement **4**
Whole-School Approach to Discipline **5**
Multi-Tiered Systems of Support 5
Consideration of Individual Circumstances 8
Confidentiality 8
Student Wellbeing 8
Student Support Services 9
Differentiated and Explicit Behaviour Support 10
School Expectations 11
Legislative Delegations **11**
Disciplinary Consequences **11**
Differentiated Responses to Behaviour 12
Positive Rewards 13
Universal Responses 13
Focused Responses 13
Intensive Responses 14
School Disciplinary Absences 15
Behaviour Outside of School 16
School Policies **16**
Temporary removal of student property 16
Use of mobile phones and other devices by students 18
Preventing and responding to bullying 20
Appropriate use of social media 23
Safe, Responsible and Respectful Online 23
Restrictive Practices **25**
Critical Incidents **26**
Related Procedures and Guidelines **27**
Resources **27**
Appendices **28**
Appendix A –Student Behaviour Expectations. 28
Appendix C – Parent/Carer and Staff Expectations 30
Appendix D – Instrument of Authorisation 31
Appendix E – Student Behaviour Management Process 32
Appendix F – Essential Skills for Classroom Management 33
Appendix G –Student 'Strong Choices' (RDC) process: 34
Figure 1 – Student 'Strong Choices' 34
Figure 2 – RDC Desk Poster 35
Appendix H – RDC Referral Form 36
Appendix I – Student Behaviour Monitoring Sheet 37
Appendix J – Personal devices – Student guidelines 38
Appendix K – Responding to Bullying Flow Chart 40
Appendix L – Incident Screener 41
Appendix M – Bullying Compact 42
Appendix N – Cyberbullying flow chart 43

Queensland Government

Purpose

Caloundra State High School is committed to providing a safe, respectful and disciplined learning environment inclusive of all students, staff, parents and visitors, where social and academic outcomes are maximised for all through interpersonal relationships, school organisation and a quality curriculum. Additionally, school practices are proactive rather than reactive and, where appropriate, non-discriminatory language and behaviours are defined, modelled and reinforced.

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

The purpose of the Caloundra State High School Student Code of Conduct is to facilitate high standards of behaviour from everybody in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Learning and Behaviour Statement

All areas of Caloundra State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

The Caloundra State High School community is a diverse and rich social environment where we recognise individualities and acknowledge that each person brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices and can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

To promote the outcomes of students at Caloundra State High School, we implement a whole school, Multi-Tiered System of Support (MTSS) framework. This framework ensures:

1. clear and consistent student expectations are identified;
2. explicit teaching of appropriate behaviour to all students;
3. staff take a proactive and preventative approach to behaviour support;
4. parent and community engagement; and
5. data informed decision-making

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. This document outlines the school's behavioural expectations for students, staff and parents in turn, assisting Caloundra State High School to create and maintain a safe, supportive and disciplined environment. All school community members have a responsibility to demonstrate their commitment to these clear expectations.

Our school community has identified the following three broad school values to teach and promote our high standards of responsible behaviour:

Queensland Government

Whole-School Approach to Discipline

Caloundra State High School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

MTSS is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes;
- ensure only evidence-based practices are used by teachers to support students; and
- continually support staff members to maintain consistent school and classroom improvement practices.

At Caloundra State High School, we believe discipline is about more than consequences. We believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. Weekly behaviour lessons called 'Behaviour Beacons' are taught across the school, and staff use learning time to explicitly teach students the expected behaviours.

The development of the Caloundra State High School Student Code of Conduct is an opportunity to explain the MTSS framework to parents and students, and implement a consistent approach to teaching behaviour. The language and expectations of MTSS can be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

Multi-Tiered Systems of Support

Caloundra State High School uses a multi-tiered system of support for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.

Universal Behaviour Support

At Caloundra State High School, **all students** (100%) in the school receive support for their social and behavioural development. We promote our school wide expectations through proactive and reactive strategies by:

- focusing on teaching, modelling and practising positive behaviours through Behaviour Beacons;
- scheduling the teaching of our expectations and providing refresher lessons throughout the year;
- establishing and utilising effective classroom management systems that encourage acceptable behaviour;
- explicitly teaching behaviours in the setting they will be used;
- utilising consistent protocols when addressing challenging behaviour, while taking developmental norms and behavioural function into account;
- providing training for all staff to give consistent and appropriate feedback, acknowledgement and rewards;
- explicitly teaching respectful relationships and running related activities;
- expecting all students to take responsibility for their own behaviour and the consequences of their actions;
- providing an induction for new students and staff about the school's behaviour policy;
- providing opportunities for parents and students to provide feedback on our Code of Student Conduct;
- implementing a school wide system of positive reinforcement; and

Queensland Government

- using clear signage across the school to remind students of our expected behaviours.

Universal behaviour support includes:

- teachers knowing their students and delivering lessons in line with 'The Caloundra Way Pedagogical Framework';
- supportive and collaboratively developed programs and procedures;
- staff are trained in the Essential Skills of Classroom Management, de-escalation strategies and restorative chats;
- managed professional development for all members of the school community;
- adoption of practices that are non-violent, non-coercive and non-discriminatory;
- a continuum of whole school positive proactive actions for all students; and
- demonstration of our key expectations through a student recognition system.

Focused Behaviour Support

Approximately 10-15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused behaviour support is provided to help them achieve success.

Focused behaviour support involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused behaviour support provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. With focused support strategies:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations;
- interventions require little time of classroom teachers and are easy to sustain;
- variations within each intervention are limited; and
- interventions have a good chance of working (eg they are "evidence-based" interventions that are matched to the student's need).

Students requiring additional behaviour support are identified through data such as:

- attendance data;
- academic achievement data;
- student disciplinary absence data;
- referrals from student support services; and
- referrals from Administration.

To support students who are identified as requiring Focused behaviour support, the most appropriate intervention strategies will be utilised. The following interventions may be used:

- daily check in;
- implementation of a daily monitoring process by a Head of Year with daily check in;
- intervention meetings with parents/caregivers and the student;
- modifying the educational program to cater for the individual student's needs;
- accessing student support services personnel;
- offering a variety of pro-active and restorative programs;
- accessing external support agencies;
- referral to outside agencies;

Queensland Government

- facilitated mediation;
- Functional Behaviour Assessments;
- Individual Behaviour Support Plan – linked to re-entry goals and expectations;
- Discipline Improvement Plan; and
- Support Card.

Caloundra State High School has a range of Student Services staff in place to assist in identifying students requiring focused behaviour support and coordinate the implementation of evidence-informed programs to address specific skill development, such as:

- Rock and Water;
- Pathfinders;
- RAGE;
- Peer Mentoring

All staff involved in delivering Focused behaviour support are provided with ongoing professional development.

Intensive Behaviour Support

Research evidence shows that even in an effective, well-functioning school there will always be approximately 3 - 5% of the student population who require intensive behaviour support to achieve behavioural expectations.

Intensive behaviour support involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

Intensive behaviour supports are based on the underlying reasons for a student's behaviour and include strategies to:

- PREVENT problem behaviour;
- TEACH the student an acceptable replacement behaviour;
- REINFORCE the student's use of the replacement behaviour; and
- MINIMISE the payoff for problem behaviour.

To support students who are identified as requiring Intensive Behaviour Support, the most appropriate intervention strategies may be utilised. These include:

- complex case management approach and recording on OneSchool;
- Individual Behaviour Support Plan – linked to re-entry goals and expectations;
- Discipline Improvement Plan;
- monitoring meetings with the student;
- intervention meetings with parents/caregivers and the student;
- modifying the educational program to cater for the individual student's needs, including flexible and part time learning arrangements;
- referral to external support agencies;
- monitoring the impact of support for individual students through continuous data collection; and
- making reasonable adjustments as required for the student, following monitoring of provided support.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised support plans and multi-agency collaboration may be provided to support the student. This

Queensland Government

approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Consideration of Individual Circumstances

Caloundra State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair and equitable consequences for behavioural incidents that range from the least intrusive sanctions to the most stringent;
- recognising and considering students' ages, genders, disabilities, cultural backgrounds, socio-economic situations and their mental emotional states; and
- recognising the rights of all students to:
    - express opinions in a respectful 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.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful.

Whilst communication of sensitive information is vital to our ability to consider the individual circumstances of each student, school staff will, at all times, adhere to the protocols about confidentiality including the sharing of information about individual circumstances of students with persons other than the student's parent/s/ carers.

These procedures equip key staff with a holistic understanding of each student's individualities and allow them to consider a student's individual circumstances when determining the appropriate consequences for disciplinary matters that may arise.

Confidentiality

Our teachers are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school staff take all matters 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 behavioural concerns, please contact the Principal to discuss the matter.

Student Wellbeing

At Caloundra State High School, we acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Queensland Government

Schools build the foundations for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

This is embedded in our whole school Level Up program that incorporates age-appropriate Respectful Relationship curriculum, drug and alcohol education that reinforces public health and safety messages and prompt response to the contemporary needs of students. In addition, Caloundra State High School provides opportunities for students to develop 21st Century skills through our commitment to implementing evidence based, programs including Education Perfect.

Student Support Services

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

Students can approach any trusted school staff member at Caloundra State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Guidance Officers	• Assessment and Intervention: undertake educational and cognitive assessment in adolescent development; • Counselling: provide counselling, therapy and programs for individuals and groups. • Career Counselling: contribute to the development and implementation of career development programs. • Social, Mental Health and Wellbeing: promote whole of school positive mental health and wellbeing and early intervention programs. • Behaviour support: provide behavioural advice and support to students, families, teachers and school leaders. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling 'and complex case' process.

School-Based Youth Health Nurse	• Provides individual health consultations with assessment, support, health information and referral options related to:
	  • healthy eating and exercise;
	  • relationships;
	  • personal and family problems;
	  • feeling sad, worried and angry;
	  • sexual health; and
	  • smoking, vaping, alcohol and other drugs.

Social Worker	• Provides outreach and family support to families with students at risk of disengagement; • Provides intervention and monitoring of long term disengaged students; • Provides families with parenting skills and support strategies to build their capacity; • Delivers parenting and family groups; and • Liaises with external support agencies where necessary.

Chaplain	• Provides social, emotional and spiritual support definitions to students, parents and/or staff. The role of the chaplain will reflect the specific needs of the school that may involve:
	  • Extra-curricular activities such as camps, wellbeing programs and school activities
	  • Social and/or emotional support
	  • Community development and partnerships
	  • Mentoring
	  • Spiritual support

The school utilises and refers to external agencies to support students. For example:

- Department of Seniors, Disability Services and Aboriginal and Torres Strait Islander Partnerships
- Child and Youth Mental Health Service
- Ed-Linq
- Family and Child Connect
- Department of Child Safety, Youth Justice and Multicultural Affairs
- Queensland Police Service
- Community Solutions
- Headspace
- United Synergies
- IFYS
- Lives Lived Well
- Caloundra Community Centre
- Queensland Health

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

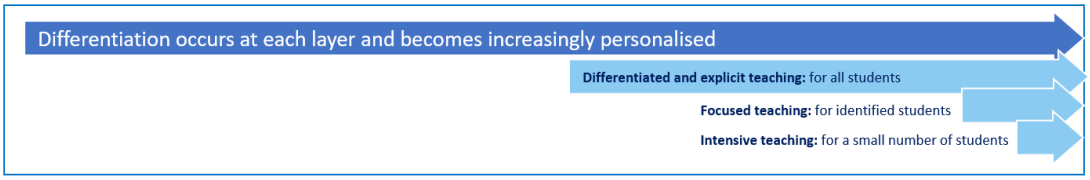
It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Regional Health Nurse, Advisory Visiting Teachers and Senior Guidance Officers.

Differentiated and Explicit Behaviour Support

Caloundra State High School is a disciplined school environment that provides differentiated responses to the needs of all students. This involves teaching and modelling expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and opportunities for practise.

Teachers at Caloundra State High School vary how students are taught according to the behavioural learning needs of students. These decisions are made in response to data and day-to-day monitoring that indicates the individual needs of students. This enables our teachers to purposefully plan a variety of ways to engage students and assist them to achieve the expected learning.

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



These three layers link directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the MTSS framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Caloundra State High School Expectations

Student Expectations

Every classroom in our school uses the table of student expectations as a basis for developing their behaviour standards **(see Appendix A).** Using these, the class teacher works with all students to explain and establish exactly what each of the expectations are within their classroom. Expectations are revisited regularly to address any new or emerging issues.

Parent and Staff Expectations

In addition to student expectations, Caloundra State High School has developed a series of expectations for parents when visiting our school and the standards we commit to as staff in order to support students and families **(see Appendix C).**

Legislative Delegations

Legislation

In this section of the Caloundra State High School Student Code of Conduct there are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school". To assist with this process at Caloundra State High School the Principal issues 'Instruments of Authorisations' to the Deputy Principals to allow them to communicate their decisions regarding student discipline **(see Appendix D).**

Disciplinary Consequences

The disciplinary consequences model used at Caloundra State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The following flow chart outlines the processes at Caloundra State High School for facilitating standards of positive behaviour and responding to unacceptable behaviour **(see Appendix E).**

Differentiated Responses to Behaviour

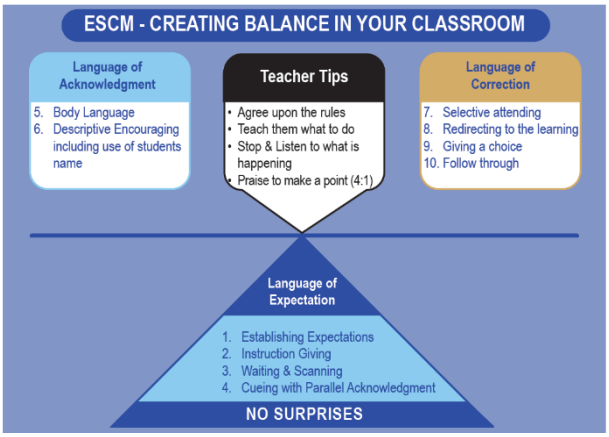
The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

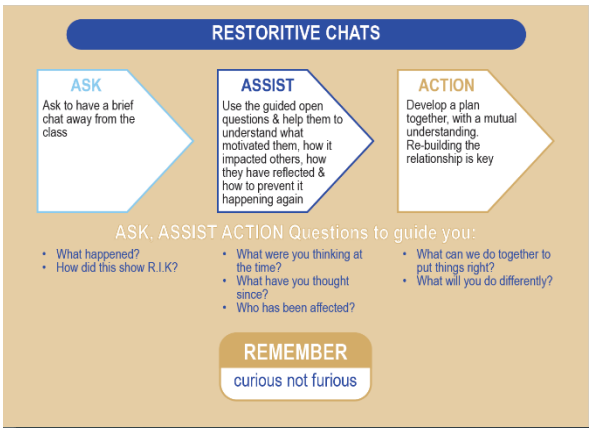
Staff at Caloundra State High School are trained in the Essential Skills of Classroom Management each year, and receive ongoing professional development throughout the year to ensure they are able to support students with their behaviour. These Professional Development sessions include, but are not limited to:

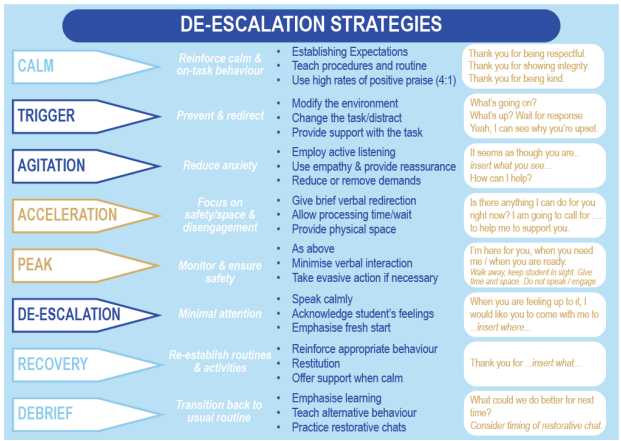
- Essential Skills of Classroom Management;
- De-escalation strategies;
- Restorative practices.

All staff carry a lanyard that outlines the following information that acts as a prompt:

- Essential Skills of Classroom Management;
- Restorative chats;
- De-escalation strategies;
- Our agreed-upon whole school expectations- Respect, Integrity and Kindness.







Queensland Government

Positive Rewards

Certificates

- Teachers can use OneSchool and D14 to generate positive behaviour certificates to issue to students
- These are presented personally or on cohort parades
- Weekly cohort 'Student of the Week' awards given out on parade

Reward Tickets

- Students are recognised for exhibiting positive behaviours and are awarded a RIK ticket to 'catch them being good'.
- Teachers fill in details and students place in Reward Ticket boxes
- Ticket winners drawn each week for a canteen voucher sponsored by the P & C or other prizes the students value

Universal Responses

Re-directing low-level and infrequent unacceptable behaviour

When a student exhibits low-level and infrequent unacceptable behaviour, staff at Caloundra State High School apply a preventative approach to re-direction and make appropriate use of least to most intrusive strategies based on Essential Skills for Classroom Management (ESCM) **(see Appendix F).**

Focused Responses – Strong Choices

The **Strong Choices** system, is a clear process followed by all teachers at Caloundra State High School to reinforce expectations and foster positive relationships between staff and students. Once ESCM strategies have been utilised, and a student's behaviour continues to disrupt the teaching and learning, a class teacher may implement the **Strong Choices** system.

The Strong Choices system includes a warning using a common, school wide language that encourages the student to reflect on their behaviour and make 'Strong Choices'.

Refusal to make more appropriate choices may result in the teacher progressing through the RDC process from the RDC desk within the classroom to a removal of the student to the **Re-Directed Classroom (RDC)**.

This process is detailed earlier in the Student Behaviour Management flow chart and also in the student table and desk poster to ensure understanding for the target audience **(see Appendix G).**

The RDC is a system of referral where the teacher has negotiated an alternative buddy classroom to send the student**.** Sending a disruptive student to an RDC allows:

- the teaching and learning process to continue in the classroom;
- a student to be removed from the immediate environment to reflect on their behavioural choices and continue on with the set work independently.

When a student is sent to the RDC classroom a referral form is completed to provide the buddy teacher with context and information related to the RDC **(see Appendix H).** If a student is sent to the RDC classroom, their parents/carers are contacted and the behaviour of concern is recorded on OneSchool.

Three (3) repeated RDC referrals from the same subject over a 2-week period results in a student progressing through the **Strong Choices** system and consequently receiving a **Lock Out** (managed by Head of Year, normally for 1 week) with possible further consequences (i.e., school disciplinary absence - suspension).

Detentions may be used to prevent the continued escalation of inappropriate behaviour. Detention procedures are set by the Principal and meet the requirements of the safe, supportive and disciplined school environment.

These include:

- Detentions may be applied by staff as a consequence for inappropriate/poor behaviour during lessons or at either break times;
- All detentions will be supervised by a staff member;
- Admin/Heads of Year may apply after school detentions. These detentions are only given with the approval of the administration and parents/caregivers;
- First break detention: 20 minutes maximum. The detention shall start at the start of the break, when the student or teacher arrives at the set location allowing appropriate time at the end for toilet and eating; and
- Second break: 10 minutes in length or split into 2 x 10 minutes over 2 days allowing appropriate time at the end for toilet and eating.
- Whilst also staff can issue their own, self-managed detentions, Head of Years and Administration are the only staff who can issue detentions to B12.

Intensive Responses

The school leadership team works in consultation with Student Services and a student's family/guardians to address persistent or ongoing serious problem behaviour. This may include:

- individual support plans;
- complex case management and review;
- stakeholder meeting with parents and external agencies including regional specialists;
- short term suspension (up to 10 school days);
- long term suspension (up to 20 school days);
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities);
- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school);

- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently); or
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

If poor behaviour choices continue, a student may be subject to a **School Disciplinary Absence (SDA)** – suspension. This is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Caloundra State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other suitable intervention strategies have been considered. Families are advised of allegations and given the opportunity to respond before a decision is made.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Caloundra State High School must attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and develop a collaborative plan of action to set the student up for future success and strengthen home-school communication.

Students may then be placed on a **Student Daily Behaviour Monitoring** sheet for a period agreed to in the re-entry meeting **(see Appendix I).** Students are required to adhere to and demonstrate expected behaviours as per the school expectations. The monitoring sheet will be completed by all of the class teachers and reviewed by the Head of Year. Parents/caregivers are also required to review and sign the monitoring sheet. Failure to comply with this process may result in escalated consequences.

Reasonable adjustments

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

Post Compulsory Phase of Schooling

If a student is in the post compulsory phase of schooling (16 years of age or completed year 10), the student's enrolment may be cancelled **(Cancellation of Enrolment).** This means that the student will no longer be

enrolled at Caloundra State High School and can no longer attend the school. Students are able to seek enrolment at another school or engage in other educational pathways such as TAFE, employment etc.

Reasons for cancellation of enrolment include:

- Refusal to participate in the program of instruction

Behaviour Outside of School

Student behaviour that affects the reputation or good order and management of the school is addressed by this Student Code of Conduct for Students. While students are out in the community, typically on their way to or from school, or at any other time when in school uniform or otherwise identifiable as a Caloundra State High School student by their clothing, conduct or association, are to abide by the school behavioural expectations. Reports of behaviours outside of school result in an immediate referral to, and involvement of a Head of Year and/or the Administration team.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Safe, Responsible and Respectful Online

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives);
- imitation guns, knives or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs** (including tobacco);
- e-cigarettes, pod vapes, vape pens, box mods and vaporizers;
- 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); and
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

** 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

State school staff at Caloundra State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may, where necessary, search a student's property in emergency circumstances, without the student's consent or the consent of the student's parents (eg to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (eg 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 Caloundra State High School must ensure your children do not bring any property onto school grounds or other settings used by the school (eg camp, sporting venues) that:

- is prohibited according to the Caloundra State High 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.

Parents must also collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection**.**
Students of Caloundra State High School must not bring any property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

Queensland Government

- is prohibited according to the Caloundra State High 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; and
- does not maintain and foster mutual respect.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Caloundra State High School has determined that mobile phones should not be present in the classroom due to their inherent disruptive influence and acknowledge that developing digital literacy is a responsibility shared between parents, school staff and students.

Students in Years 7-12 are not permitted to use their mobile phones unless explicit permission and direction has been provided by a classroom teacher. At all other times students are to secure their mobile phone in their Yondr pouch.

Student Responsibilities

The responsibilities for students using mobile phones or other devices at school and outside school, are outlined below; further information in outlined in the document, **Personal devices – Student guidelines** (**See Appendix J).**

- Switch off and place the mobile phone inside a locked Yondr pouch whilst onsite, unless the device is being used in a teacher directed activity or with teacher permission to enhance learning;
- Prior to any personal mobile device being used on the school network, approval is sought from the school to ensure it reflects the department's security requirements;
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts (eg password complexity);
- Ensure that an appropriate antivirus software is installed and up to date that is appropriate to the device to reduce the chance of malware being transferred to the department's network;
- Any inappropriate material or unlicensed software must be removed from personal electronic devices before bringing the devices to school and such material is not to be shared with other students; and
- Be courteous, considerate and respectful of others when using a personal device.

It is **acceptable** for students at Caloundra State High School to:

- follow the direction of teachers when using an electronic device and seek approval where they wish to use an electronic device under special circumstances.
- use electronic devices safely and responsibly for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects

- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous and considerate of others when using an electronic device
- respect the rights and confidentiality of others
- follow the direction of teachers when using an electronic device and seek approval where they wish to use an electronic device under special circumstances.

It is **unacceptable** for students at Caloundra State High School to:

- use a personal phone or other devices in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- insult, harass or attack others or use obscene or abusive language;
- damage computers, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat;
- send chain letters or junk mail;
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by making unauthorised audio and video recording/s and digital images;
- invade someone's privacy by taking a unauthorised screenshot of them in an online learning environment;
- use a mobile device (including those with wireless or Bluetooth functionality) to cheat during exams or assessments; and
- take into or use mobile devices (including wearable technology) at exams or during class assessment unless expressly permitted by school staff.

In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities;
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email; and
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
    - the school is not responsible for safeguarding information stored by students on departmentally-owned BYO or mobile devices;
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access;
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed; and
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Queensland Government

Preventing and responding to bullying

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur. Education Queensland and Caloundra State High School, do not tolerate bullying in any form, and schools use a range of proactive strategies to deal with bullying behaviour. Examples of types of bullying include but are not limited to: physical, verbal, social, electronic or cyber, racial, religious, gender identity and disability bullying.

It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Caloundra State High School.

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); and
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

At Caloundra State High School, we implement a number of programs and procedures to prevent bullying such as:

- A school wide Head of Year structure for students allowing both students and their families a central contact point to communicate with the school;
- STYMIE- an online reporting database that gives proactive opportunities for young people in schools and clubs to say something when they observe or experience harm;
- A Student Services support team, comprising of: Guidance Officer/s, Chaplain, School Based Youth Health Nurse, Indigenous Teacher Aide, School-based Psychologist, Head of Special Education Services as well as links to external support agencies when required;
- Proactive programs such as Rock and Water, Pathfinders, RAGE and Peer Skills are specifically designed to promote effective social skills and positive relationships;
- Whole school wellbeing program that delivers both the Respectful Relationships curriculum, promoting effective social skills and positive relationships;
- The teaching of the school's three expectations of **Respect, Integrity** and **Kindness;**
- Staff and student information sessions – creating an awareness of Caloundra State High's Anti-Bullying Policy;
- Key support staff are trained in The Method of Shared Concern bullying response;
- Guest speakers are engaged for students and parents to build awareness and strategies to address cyber-bullying.

Reporting bullying

At Caloundra State High School, reports of alleged bullying are taken seriously. Students and parents/carers may report suspected bullying in the following ways:

- Phone the school
- Email the school – e.g. Head of Year
- Students submit incident reports personally or anonymously through STYMIE
- Students submit incident reports personally
- Reports of alleged bullying will be collated and monitored to identify particular areas of concern for action and/or
- Key Contacts: Head of Year, HOD

Responding to bullying

When determining how to best respond to bullying, Caloundra State High School seeks to implement evidence based, anti-bullying programs. In order to address the contemporary needs of our students, Caloundra State High School accesses the 'Be You' Program directory as a resource to select these programs. To ensure these programs suit the Caloundra State High School context, the 'STEPS" decision making tool is used in conjunction with the Department's 'Standards of Evidence' tool to measure impact and suitability for the concerns raised. Additionally, the Bullying No Way resources are utilised to provide regular Professional Development to staff to promote their capacity to recognise and respond to bullying and cyberbullying. Our Heads of Year are trained in the Method of Shared Concern response method and support programs such as AMAYDA are utilised to support students who have been bullied.

The following flowchart explains the actions Caloundra State High School staff will take when they receive a report about alleged student bullying, including bullying which may have occurred online or outside of the school setting **(see Appendix K).** Staff will engage professional judgment when managing and assessing these concerns and the risk to student/s. Each step below generally takes approximately one school day to complete. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Staff may also use the Incident Screener **(see Appendix L)** to gather information regarding incidents of alleged bullying.

As an additional measure promote our expectations with parents and students, Caloundra State High School includes The Anti-Bullying Compact in all enrolment packs **(see Appendix M).** The compact specifies the definition of bullying and can be revisited with individual students if particular problems around bullying arise.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Principal for assistance in preventing and responding to cyberbullying. If necessary, the school can then utilise the flowchart on Cyberbullying to investigate concerns and determine actions **(see Appendix N).**

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring

during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a Cyberbullying and reputation management (department employees only) resource to assist principals in incident management. For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (department employees only).

Student Intervention and Support Services

Caloundra State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or a witness to bullying have access to a range of internal support staff, as identified in the Student Support Services section earlier in this document. Students are however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Caloundra State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide opportunities for students to network and socialise online. The department acknowledges the growing popularity of social media both as a communication and educational tool supporting its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media.

Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

At Caloundra State High School, students are informed of what appropriate Social Media use is and the school's expectations regarding this through their Wellbeing program (Cybersafety & Reputation Management). Social media use that adversely affects, or is likely to adversely affect, other students, school staff or the good order, management and reputation of the school will be managed on a case-by-case basis and may result in the removal of privileges, or more serious consequences such as suspension or exclusion from school.

Possible civil or criminal ramifications of online commentary

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

Safe, Responsible and Respectful Online

Students of Caloundra State High School

In the event you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure (Use of ICT systems).
2. Be dressed in your school uniform or similarly appropriate clothing when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (eg posters, laundry).

4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.

5. Use your EQ assigned web mail address or online learning platforms for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to use mobile devices for:

- assigned class work and assignments set by teachers;
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for educational purposes as approved by the school;
- conducting general research for school activities and projects;
- communicating or collaborating with other students, teachers, parents or experts in relation to school work;
- accessing online references such as dictionaries or online databases etc.; and
- researching and learning through the department's eLearning environment and approved third party platforms.

At all times, students must:

- be courteous, considerate and respectful of others when using a mobile device;
- switch off and place out of sight mobile devices or other digital technologies during classes, when these devices and technologies are not being used in a teacher directed activity to enhance learning;
- use personal mobile device for private use before or after school, or during recess and lunch breaks; and
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner;
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking;
- insult, impersonate, harass or attack others or use obscene or abusive language;
- deliberately waste printing or bandwidth;
- damage computers, printers peripherals or network equipment;
- Use wireless/Bluetooth headphones or earpods to have phone conversations or listen to music that has not been approved by the teacher;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat;
- send chain letters or spam;
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, bluetooth use etc.) of such material;

- use the mobile device (including those with bluetooth functionality) to cheat during exams or assessments; or
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

Restrictive Practices

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

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

Some examples of where Restrictive practices may be used at Caloundra State High School include:

a) **Physical Restraint and Seclusion** - the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others;
b) **Containment** - to support the reintegration of a student in the school environment when there is evidence that the student presents a risk of harm to themselves or other people or in response to frequent behaviour presenting a risk of harm to the student or other people; and
c) **Mechanical** - when the practice is prescribed in response to a specific behaviour (eg self-injurious behaviour) in consultation with qualified health professionals, families and key staff.

Medication – Chemical
State school staff may administer medications prescribed by a health professional for the student in accordance with Administration of Medications in Schools procedure. For a student who has prescribed emergency medication for their health condition, if the medication is required, state school staff should administer it to the student with reference to the student's Emergency Health Plan or Action Plan and their "Administration of Medication at School Record Sheet" (see Guidelines for the administration of medication in schools).

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

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

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

Queensland Government

Very rarely, restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive Practices procedure**.
Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Queensland Government

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management (DoE employees only)
- 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 (DoE employees only)
- 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

Resources

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

Appendix A – Student Behaviour Expectations.

Caloundra State High School
Behaviour Expectations Matrix

	R	I	K
AT SCHOOL	• We follow directions given by any staff member at our school. • We interact politely and positively with other students, staff and visitors. • We show appreciation to staff and our fellow students. • We are on time and have everything with us that we need for class. • We show we are proud of our uniform by wearing it properly. • We show respect for other people, their privacy and their property. • We keep our hands and feet to ourselves; safe play or no play.	• We strive to be resilient in the face of challenges. • We are honest and we do what we know is the right thing, even when it is hard. • We try our best when completing tasks. • We overcome challenges by showing empathy for others, being patient with them and treating them fairly. • We work hard to meet our full potential. • We admit when we have said or done the wrong thing, or we have made a mistake.	• We consider the feelings, rights and heritage of others. • We treat others how we want to be treated. • We celebrate success. • We use kind words and manners. • We consider how our actions can impact those around us. • We care for the natural environment, and buildings, property and digital environments. • We report unsafe or hurtful behaviours.
IN THE COMMUNITY	• We show we are proud of our school and its place in the community. • We get involved in the community and make the most of opportunities available to us. • We follow the rules of our community.	• We try to be role models for others through positive actions and behaviours. • We do the right thing, even when no one is watching. • We maintain a growth mindset.	• We contribute to a positive, thriving community by being considerate of people in our local area. • We act with warmth, generosity and consideration towards others. • We are supportive of students and staff at our school.
USING TECHNOLOGY	• We use technology to aid our learning, and as directed. • We keep our phones in our Yondr pouch while on school grounds. • We protect everyone's privacy when working online.	• We speak positively about our school. • We responsibly report unethical online behaviours. • We THINK before posting online.	• We maintain a positive digital footprint. • We encourage kindness online. • We seek permission from others before taking a photo or video.
	RESPECT	**INTEGRITY**	**KINDNESS**

21/05/2024

Queensland Government

BEHAVIOUR
THE CALOUNDRA WAY

- **Attend class on time (start moving to class on the first bell)**
- **Be ready to learn with required equipment including a charged laptop**
- **Adhere to the dress code**
- **Entry routine (7-9) organise into 2 lines to be greeted by teacher**
- **Follow teacher instructions**

How to get to class The Caloundra Way

- Start moving towards your class on the first bell
- When you arrive at class, line up in two straight lines and wait for your teacher to greet you. Your teacher will allow you to enter the classroom
- Find your seat. Take out all of your required equipment and wait for your teacher to explain the learning goals, success criteria and behaviour expectations

How to be in class The Caloundra Way

- Follow teacher instructions
- Put effort into everything you do
- Be kind to others
- Take responsibility for your own learning
- Adhere to safety expectations
- Use classroom appropriate language
- Allow teaching and learning to occur without interruption

How to leave class The Caloundra Way

- Wait for your teacher to instruct you to finish working on your tasks
- Your teacher will let you know when you should stand behind your desks
- If it is the last lesson of the day, stack chairs at the back of the room
- Do not leave the room until instructed to do so by your teacher. The bell does not indicate you should leave, your teacher is the only one who can do that

Queensland Government

Appendix C – Parent/Carer and Staff Expectations

Respect

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You are respectful in your communications with school staff.	We will ensure we listen to understand and assist where possible.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect school, student and staff privacy in your online communications.	We will act quickly to address online issues that affect staff, students or families.

Integrity

What we expect to see from you	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school on time every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Kindness

What we expect to see from you	*What you can expect from us*
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities through reading all electronic communications.	We will use electronic communications to notify parents about school news, excursions or events.
You approach the principal if you are concerned about the behaviour of a staff member or another student.	We will work with every family to quickly address any complaints or concerns.
Speak positively about your child's schooling experience and seek out solutions to issues with key staff.	We will speak positively about our school and seek our solutions to issues with parents/guardians.

Queensland Government

Appendix D – Instrument of Authorisation

Caloundra State High School

Department of Education

Caloundra State High School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Natasha Wicks, Principal of Caloundra State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Natasha Wicks
Principal
Caloundra State High School
QUEENSLAND DEPARTMENT OF EDUCATION

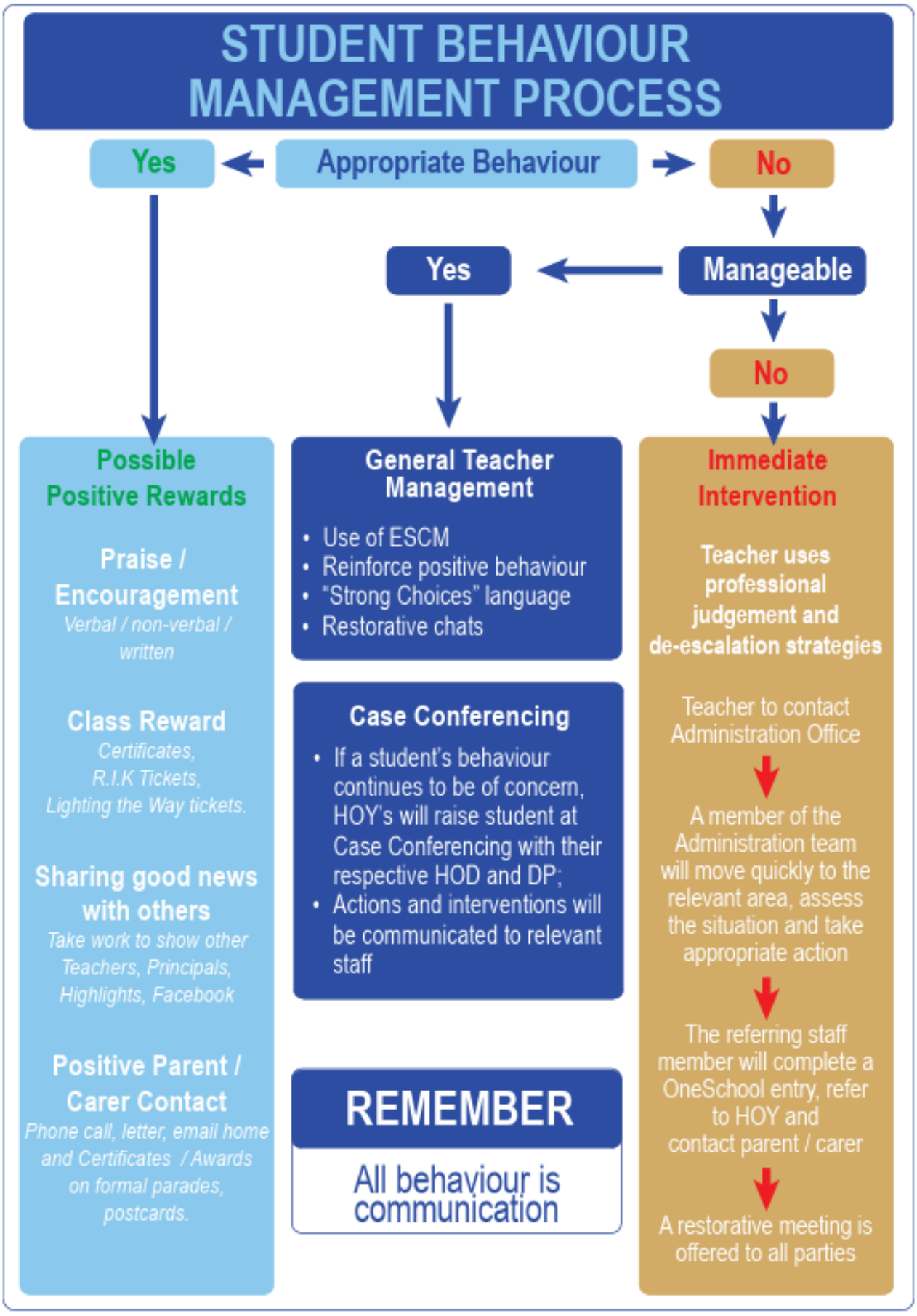
DATE: 23rd January 2023

Caloundra State High School
88 Queen Street
Caloundra Q 4551
CRICOS Provider 00608A

Phone 5436 8444
Web www.caloundrashs.eq.edu.au
principal@caloundrashs.eq.edu.au

Queensland Government

Appendix E – Student Behaviour Management Process



Queensland Government

Appendix F – Essential Skills for Classroom Management

Language of Expectation

1. Establishing Expectations

To clearly articulate and demonstrate the boundaries of pro-social behaviour

1. Present a small number of rules
2. Publish the rules
3. Short, simple and clear
4. Draw attention to appropriate behaviours
5. Discuss the rules and consequences
6. Refer to the rules when they are being followed, not just when they are not being followed
7. Model, model, model

2. Giving Instructions

To give a clear direction about what students are to do

1. Use verbal or non-verbal attention gaining prompt
2. Wait and scan (Skill 3)
3. Start with verb. Be short and concise
4. Short pause and scan
5. Separate instructions from content talk
6. Phrase as direction not a question
7. Use "thanks" rather than "please"
8. Use firm, calm and measured voice
9. Use "now" if unlikely to comply

3. Waiting and Scanning

To wait and look at your students for 5–10 seconds after you give an instruction

1. Use assertive body language—stand still facing the group, while scanning the class
2. Link a descriptive encourager or redirection

4. Cueing with Parallel Acknowledgement

To acknowledge students' on-task behaviour with the intention of encouraging others to copy

1. Acknowledge with a descriptive encourager in a loud enough voice for others to hear
2. Follow up with a low-key acknowledgment to the students as soon as they choose to be on-task

Language of Acknowledgement

5. Body Language Encouraging

To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task

1. Walk near all members of the class, non-verbally signalling that they should be working on the task
2. After one tour of the room, walk slowly toward students who may be off-task. (quiet prompt)
3. Smile, make eye contact, use discrete nodding movement and finger signals to acknowledge appropriate behaviour

Avoid: Standing too close to a student. (Intimidating). It is better to prompt, pause, walk away and scan back
- Moving too fast towards a student. (fight or flight)
- Holding eye contact, ('stare-out' challenge)
- Showing irritation or annoyance through tapping your foot, pursing lips, crossing arms or frowning

If something is irritating you, respond immediately by:
- providing a rule reminder
- redirecting the behaviour
- describing the irritating behaviour with minimal words and a neutral tone and giving a redirection

6. Descriptive Encouraging

To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently

1. Describe what you see or hear that you want to see or hear more frequently
2. Use respectful, measured tone rather than an exaggerated tone
3. Use descriptive encouraging sooner not later
4. Use it privately (not publicly) with some students
5. Use it collectively to a group
6. Use frequently

Avoid
- Giving conditional praise
- Generic praise. (Use these as add-ons after descriptive encouraging)

Language of Correction

7. Selective Attending

To deliberately give minimal attention to safe, off-task or inappropriate behaviour

1. Use for displays of off-task or inappropriate behaviour that are not seriously disrupting others.
2. Keep student in your peripheral vision
3. Attend to the student with skill 5 or 6 when student comes on task, or skills 4, 8 or 9 if behaviour escalates or persists for a long period of time.

8. Redirecting to the Learning

To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal

- ask a question about the set task
- ask a question related to an offer of teacher assistance
- using body language encouraging e.g. proximity, gesture, and facial expression

1. If the student maintains off-task behaviour, repeat, with specific instruction, then move to skill 9

9. Giving a Choice

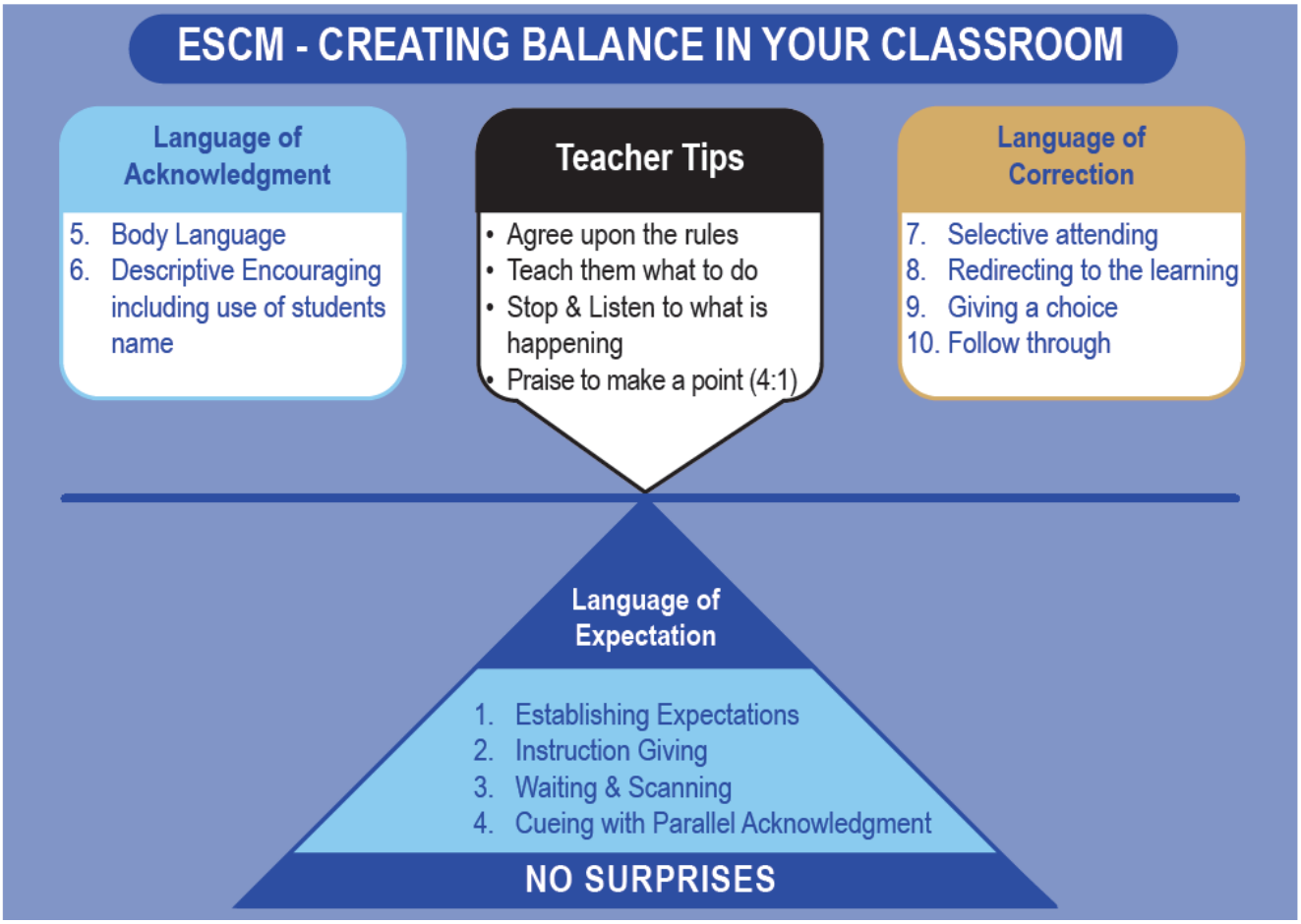
To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences

1. Give choice when
- despite redirection, remained off-task, is disturbing others, or period of off-task has become extended
- has begun to seriously disturb the class after redirection
- is overly hostile and is challenging your management
- when you can't think of any less intrusive options
- clear to you that inappropriate behaviour is escalating

2. Firm, calm, measured tone, with considered proximity
3. Pause briefly after giving the choice. Walk away after the pause and look back intermittently (scan back)

10. Following Through

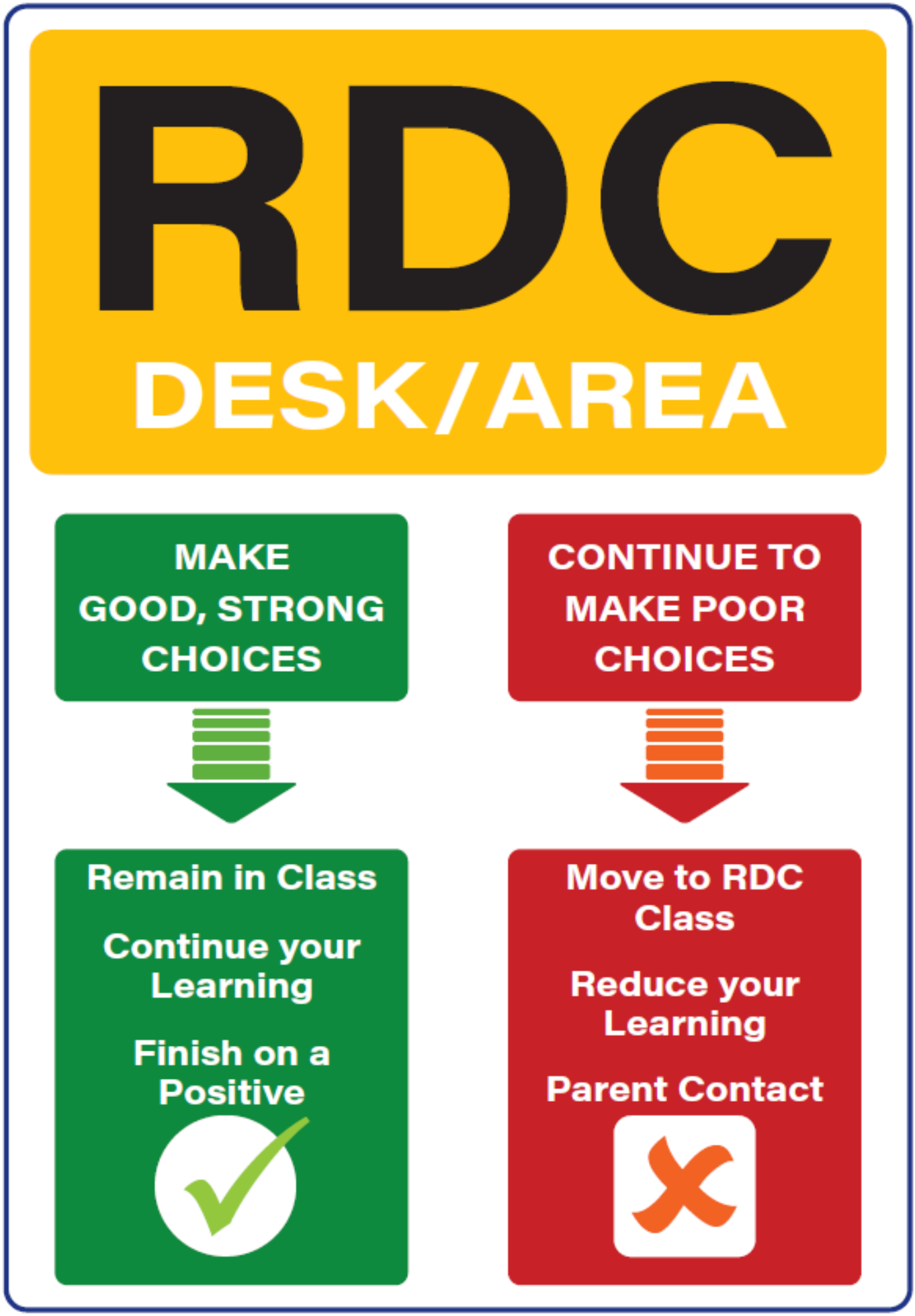
Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment



Queensland Government

Appendix G –Student 'Strong Choices' (RDC) process:
Figure 1 – Student 'Strong Choices'

Figure 2 – RDC Desk Poster



Queensland Government

Appendix H – RDC Referral Form

Re-Directed Classroom (RDC) Referral

Caloundra State High School

Student's Full Name					Date	
Referring Teacher	Room	Subject	Time Left	Time Arrived	Teacher Signature	RDC Room

NOTE: If RDC room is empty report to A Block Administration immediately.
Failure to do this may result in escalated consequences.

Reason for Redirection - You failed to show:

SETTING	RESPECT	INTEGRITY	KINDNESS
CLASS ROOM	☐ show respect through your words and actions ☐ follow staff directions ☐ allow teaching and learning to occur without interruption ☐ appropriately use your personal device/s	☐ be responsible for your learning ☐ follow safety requirements ☐ accept responsibility for your own learning/mistakes	☐ use kind words and actions towards others ☐ be empathetic and attempt to see all sides of the situation

You are required to complete a "Restorative Chat" with your teacher before your next lesson.

Your teacher will contact your parents/carers to discuss your behaviour with records being kept on OneSchool

Queensland Government

Appendix I – Student Behaviour Monitoring Sheet

CALOUNDRA STATE HIGH SCHOOL YEAR 7 – 12
STUDENT DAILY BEHAVIOUR MONITORING

Student's Name: _____ **Form Class** _____

Monitoring Supervisor: _____ **Week Starting:** _____ **to** _____

• PARENTS PLEASE READ AND SIGN • STUDENTS must report to their line manager daily	RATINGS *Excellent / Very Good / Satisfactory /Needs Attention / Unacceptable* • Y/N for On Time and Prepared • Please indicate if RDC occurred

Day	Expectations	Home Group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Line Manager's Signature	Parent Signature
Monday	On Time to Lesson							
	Respectful							
	Responsible							
	Prepared							
	Subject							
	Teacher Signature							
Tuesday	On Time to Lesson							
	Respectful							
	Responsible							
	Prepared							
	Subject							
	Teacher Signature							
Wednesday	On Time to Lesson							
	Respectful							
	Responsible							
	Prepared							
	Subject							
	Teacher Signature							
Thursday	On Time to Lesson							
	Respectful							
	Responsible							
	Prepared							
	Subject							
	Teacher Signature							
Friday	On Time to Lesson							
	Respectful							
	Responsible							
	Prepared							
	Subject							
	Teacher Signature							

G:\Coredata\Common\Information for Staff\Behaviour Management\Responsible Behaviour Plan\2018\Line Management Monitoring Yr7-12.doc

Queensland Government

Appendix J – Personal devices – Student guidelines

Caloundra State High School

Student Guidelines
Managing Personal Electronic Devices in School

Rationale

Caloundra State High School ensures students are educated about the appropriate and safe use of personal technologies through our programs and procedures. A personal responsibility for the appropriate and safe use of these technologies is important to our sense of community and togetherness while at school. These student guidelines support an orderly learning environment at Caloundra State High School.

The following personal electronic devices are **not** permitted at school:

- Mobile phone
- Wireless headphones

Laptop/tablet computers are to be brought to school every day as a learning device and guidelines for their use is detailed in the Student Code of Conduct. Smartwatches must have notifications disabled. If smartwatches become a disruption to learning, consequences similar to mobile phone violations may apply.

Procedure

Families are supported to stay connected for safety reasons during travel to and from school by the following:

- All students are provided with a Yondr pouch.
- The pouch is part of the school dress code so students must have their pouch with them every day.
- The pouch is the property of the school.
- Students are responsible for maintaining the pouch in working condition.

Queensland Government

- Year 11 & 12 Students may access their mobile phone for educational reasons under the direction and supervision of a teacher. Teachers can borrow a mobile magnet to unlock pouches.
- In some individual cases, students with a disability may have access to their phone as part of their Personalised Learning Plan to support their education.
- Students that use their phone as part of their Health Plan (E.g. for diabetes management) can have a Velcro pouch.

Forgotten pouch

- Student reports to D14 to collect pouch pass for the day and returns to directing teacher. Pouch pass is recorded by D14. **This does not exempt students from the violation process below.**

Lost or damaged pouch

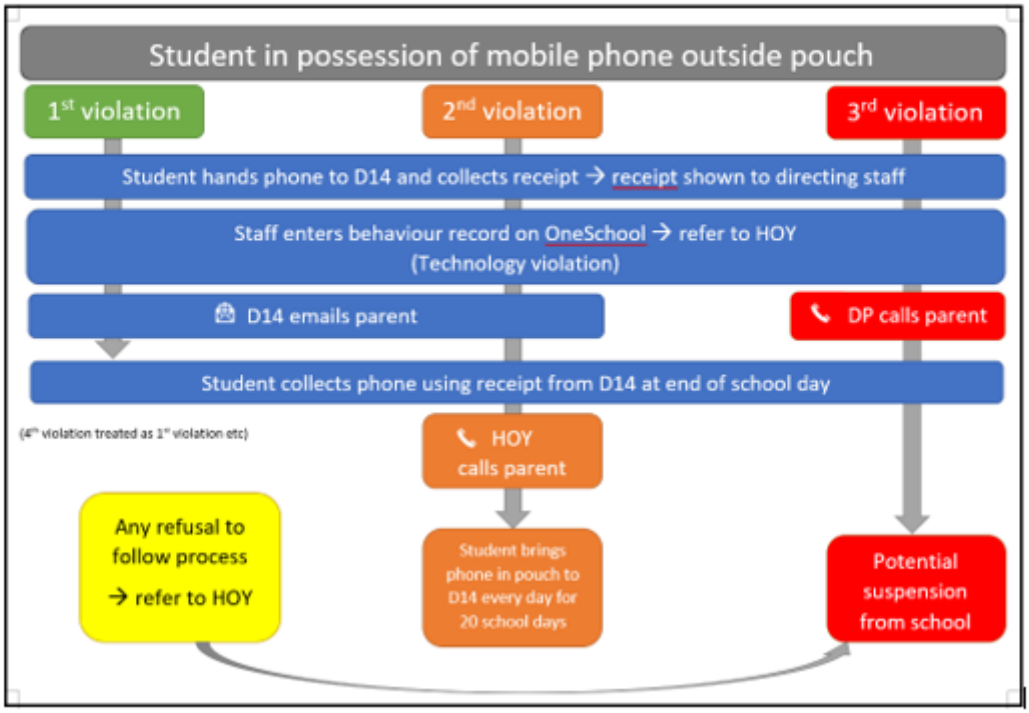
- Student reports to D14 to collect replacement pouch and invoice will be sent home ($15)

Excursions

- Student mobile phones are not required to be inside a pouch when offsite on an excursion and can only be used under the direction of a teacher.

Violations

- If a student is caught in possession of a mobile phone outside of a pouch on school grounds, the following process will be followed.



Queensland Government

Appendix K – Responding to Bullying Flow Chart

How to Respond

Step 1 Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Step 2 Document

- Ask the student for examples they have of the alleged bullying (e.g. hand-written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Step 3 Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 4 Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5 Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step 6 Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Step 7 Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Queensland Government

Appendix L – Incident Screener

Caloundra SHS Incident Screener

This document has been adapted for use in Caloundra SHS based on Andrea Appleman's original process and should be used by trained staff to support students. Reports incidents to identify bullying behaviour.

Support for: _____

Teacher/case manager for daily check-in/monitoring: _____

List of Incidents- provide additional information on back page. Monday / /	Student's Signature:	Parent contact to be made if there is a report of an incident.
Case manager action Note if student did not show to report		
List of Incidents- provide additional information on back page. Tuesday / /	Student's Signature:	Parent contact to be made if there is a report of an incident.
Case manager action Note if student did not show to report		
List of Incidents- provide additional information on back page. Wednesday / /	Student's Signature:	Parent contact to be made if there is a report of an incident.
Case manager action Note if student did not show to report		
List of Incidents- provide additional information on back page. Thursday / /	Student's Signature:	Parent contact to be made if there is a report of an incident.
Case manager action Note if student did not show to report		
List of Incidents- provide additional information on back page. Friday / /	Student's Signature:	Parent contact to be made if there is a report of an incident.
Case manager action Note if student did not show to report		

Date Commenced: _____ Date completed: _____

Queensland Government

Appendix M – Bullying Compact

Caloundra State High School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Caloundra State High 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.

We agree to work together to improve the quality of relationships in our community at Caloundra State High 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); and/or
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender identity, sexual orientation, disability, popularity, athletic ability, 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 any form of bullying as listed above; and
- notify a parent, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Queensland Government

Appendix N – Cyberbullying flow chart

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government