



**PROSERPINE**  
STATE HIGH SCHOOL

# Student Code of Conduct 2025-2028

## ***Every student succeeding***

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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## Endorsement

Principal Name:  
Don McDermid

Principal Signature:



Date:

18/5/26

P/C President and-  
or School Council

Chair Name:

Natalie Stutchbree

P/C President and-  
or School Council

Chair Signature:



Date:

01/04/2026

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## Purpose

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

The purpose of the Student Code of Conduct is to facilitate high standards of behaviour and conduct from all within the school. This ensures that students have opportunities to engage in quality teaching and learning experiences and thereby acquire knowledge and values supportive of their aspirations and wellbeing.

Proserpine State High School's Student Code of Conduct clearly sets out the responsibilities and processes that will be utilised within the school setting to develop and promote a productive and effective whole school approach to discipline.

## Principal's Foreword

Proserpine State High School has a long and proud tradition of providing high quality education to students across the Whitsunday region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Proserpine State High School has three core values, Respect, Responsibility and Engagement.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Proserpine State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Proserpine State High School Student Code of Conduct together through the consultation process. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As President of the Proserpine State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Don McDermid and his team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Proserpine State High Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Proserpine State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Proserpine State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 47 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Proserpine State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Proserpine State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## Consultation

The consultation process used to inform the development of the Proserpine State High School Student Code of Conduct occurred in a number of phases.

In the first phase, several feedback sessions with the Leadership Team were conducted during scheduled meetings. During these meetings, the Leadership Team identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, the staff were provided with a survey to determine their views on student behaviour and school culture. This included a request to identify the core values and respond to key elements regarding strengths and areas for further development. Participants were asked to identify priorities and offer ideas and suggestions for improving the quality of relationships and key issues in the school.

In the third phase, the parent community was invited to attend a meeting of the Proserpine State High School P & C to discuss key issues related to the development of the code of conduct. A targeted survey was then distributed to the wider parent body to ascertain their beliefs and understandings related to specific topics.

Next, the student leadership group was invited to identify the core values that underpin student conduct. Students were also required to prioritise the values. Students were asked to respond to elements of code, identify strengths and areas that could be developed and strengthened.

A draft Student Code of Conduct was then developed and presented to the Leadership Team in Term 4, 2020 for endorsement.

Finally, a draft Student Code of Conduct was prepared and made available for comment to the school community. The finished version, incorporating suggested changes and feedback, was presented to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Proserpine State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Proserpine State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links on staff emails. Any families who require assistance to access a copy of the Proserpine State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### **Review Statement**

The Proserpine State High School Student Code of Conduct may undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the school planning, Reviewing and Reporting cycle.

# Learning and Behaviour Statement

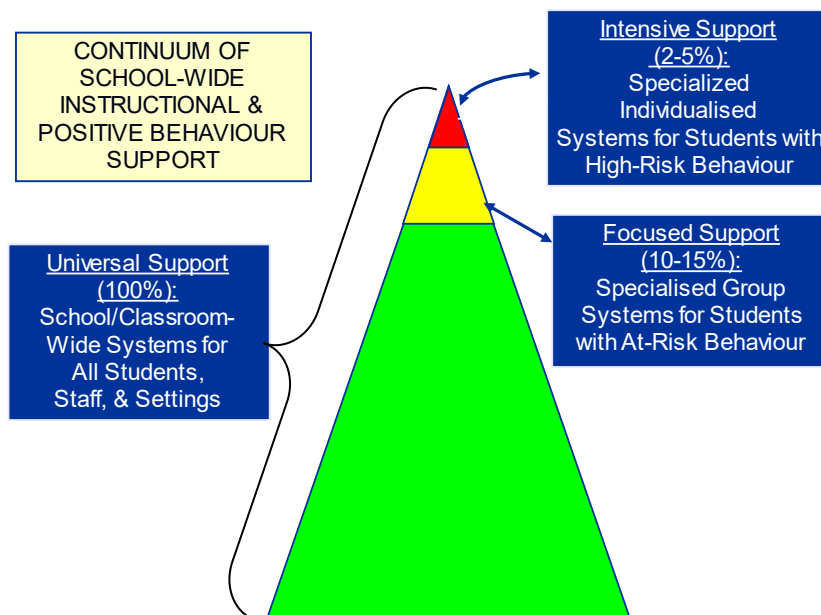
Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is therefore, reasonable to expect that not everyone will share the same set of beliefs which contributes to the diverse social environment in the school. It can also contribute to differences in expectations which forces us to reflect on our own understanding of what we consider acceptable and unacceptable.

At Proserpine State High School we consider all areas to be teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as a means of maximising success for our students.

Proserpine State High School uses a tiered system of support as the foundation to our approach to learning and behaviour. This tiered approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data – informed decision making.

**Universal Support** or **Primary Prevention** is provided to ALL students at Proserpine State High School where students are taught explicitly the expected positive behaviours. Data tells us that the majority of students (80%-90%) will demonstrate these positive behaviours. However, about 10% to 15% of students may need additional support and timely intervention (**Focused Support** or **Secondary Prevention**). For a variety of reasons, 2% to 5% of students may not respond to the secondary prevention strategies and may need more intensive support (**Intensive Support** or **Tertiary Prevention**) and/or flexible learning options to assist them to continue their learning.

Proserpine State High School's positive behaviour support ethos supports students at three (3) distinct levels:



## Universal Support (Primary Prevention)

All students in the school receive support for their academic and behavioural development. Focus is on the whole school implementation of the Australian Curriculum (Years 7 -10), the Senior Curriculum (Years 11 -12) and the school's core expectations.

This involves:

- Teaching behaviours in the setting they will be used;
- Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account;
- Providing refresher lessons and recognition throughout the school year so skills are ready and likely to be used when students need them;
- Asking students and their families for their perspective on school climate, instruction, reinforcement and discipline so improvements may be made.

## Focused Support (Secondary Prevention)

Targeted instruction and supports for **some students** (10-15%) are more focused than Universal Support, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Targeted support builds on the lessons provided at the previous level, and may prevent the need for more intensive interventions. Targeted supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behaviour expectations. The types of interventions offered at this level will vary according to the needs of students, but all have certain things in common:

- 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;
- Interventions have a good chance of working as they are evidence based that are matched to the student's need.

## Intensive Support (Tertiary Prevention)

Individualised services for a **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in a small group or on an individual basis.

Intensive support continues to build on the support provided at the previous levels, becoming more individualised and intensive until the team can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- Prevent the problem behaviour;
- Teach the student an acceptable replacement behaviour;
- Reinforce the student's use of the replacement behaviour;

- Minimise the payoff for problem behaviour.

Intensive support exists along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, team approach and problem solving. A much smaller percentage of students may require an intensive FBA and comprehensive support plan that includes personnel from outside agencies and rigorous problem solving procedures.

## **Consideration of Individual Circumstances**

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

Additionally, staff at Proserpine State High School consider the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive to the most stringent;
- Recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.
- Student Disciplinary Absences are used after consideration has been given to all other responses but with consideration for the welfare and safety of other students and staff.

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

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

## Student Wellbeing and Support Network

Proserpine State High School offers a range of programs and services to support the wellbeing of students in our school community. The school encourages students and parents to contact the school if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports all 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.

### Curriculum and Pedagogy

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 **K-12 Curriculum Framework**.

Proserpine State High School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

### CARE Group

Staff and students feel a sense of belonging, pride and connection to others at Proserpine State High School. Diversity and difference are valued. Care Group is one avenue where students establish respectful relationships and partnerships to develop an inclusive, tolerant, resilient, honest and hard-working school culture.

Throughout their time at Proserpine State High School, students belong to the same Care Group which consists of students from Year 7 - 12 and, generally with the same Care Group teachers.

Our aims are to:

- Provide safe environments where diversity is valued and positive social interactions are promoted
- Demonstrate and communicate positive respectful relationships between staff and students
- Promote and celebrate traditions, values and cultures of the school community
- Provide learning opportunities and environments that support healthy lifestyle choices and wellbeing

As part of the whole school curriculum at Proserpine State High School, we provide age-appropriate drug, alcohol and relationships education that reinforces public health and

safety messages; relationships and domestic violence and sexuality transmissible infections education as part of the HPE program;

Additionally, Proserpine State High School offers a range of additional services and programs to support student wellbeing and engagement which include:

Breakfast Club  
House Cup  
Deadly Choices (Indigenous Students)  
Lunchtime Clubs and Programs  
Year Level Camps (Year 7, Year 9 and Year 11)  
Behaviour and Effort Incentive Program (Junior School)  
Student Forums  
Indigenous Student Forum  
Senior Leadership Program  
Student Councils – Junior and Senior  
Senior Leadership Program  
Junior Leadership Team  
Rock and Water Program  
Farm Program  
RAAP Program  
RAGE/ Managing the Bull  
RESPECT (Run in conjunction with QPS)  
Team Up ( Run in conjunction with QPS)  
Bella Girls  
Building Bridges  
Choices Program  
Uni Life and Application Information Evening  
Life Beyond School Program  
RACQ Docudrama

## **Policy and Expectations**

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

### ***Drug education and intervention***

Proserpine State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

### ***Specialised health needs***

Proserpine State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

### **Medications**

Proserpine State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Proserpine State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required. An additional, adrenaline auto-injector and asthma reliever/puffer are stored in the Administration building.

Students are required to provide their own asthma relievers/puffers and adrenaline auto-injectors for emergency use as detailed in personal health plans.

### **Mental health**

Proserpine State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

### **Suicide prevention**

Proserpine State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student in the first instance, and where necessary provide first aid. In all other situations, Proserpine State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### **Suicide post-vention**

In the case of a suicide of a student that has not occurred on school grounds, Proserpine State High School enacts a post-vention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

## Student Support Services

Proserpine State High School has a comprehensive student support services network in place to help the mental, social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of staff whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

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

Role	What they do
Community Education Counsellor	provide educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Behaviour Support Teachers	case management of students identified as requiring support provide students with support to manage their behaviour mediation between students regarding behaviour issues conduct student re-entry meetings liaise with families regarding student behaviour support for staff regarding behaviour management
Guidance Officer	provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department Junior Secondary	lead role for implementation of Junior Secondary Framework case management of identified students coordinate transition to secondary for students moving from Year 6 to Year7 coordinates the Wellbeing Program in junior school monitors student attendance data for Years 7 and 8 attends Student Support Services meetings leads Year 9 and 10 co-ordinators
Head of Department Middle Phase	coordinate the transition from junior secondary to senior secondary lead role for student transitions and alternate pathways from school case management of identified students co-ordination of Jet and SET planning co-ordination of work experience and SATs Monitors attendance data for Years 9 and 10 attends Student Support Services meetings leads Year 9 and 10 co-ordinators
Head of Department Senior School	coordinate the transition from junior secondary to senior secondary co-ordination of Year 12 SET planning leads VET policy and procedures leads Vet tracking and monitoring coordinates Senior Studies program leads industry links and partnerships case management of identified students monitors achievement data for Years 11 and 12 monitors attendance data for Years 11 and 12 attends Student Support Services meetings
School-Based Youth Health Nurse	provides individual health consultations with assessment, support, health information and referral options related to: healthy eating and exercise relationships

	<p>personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.</p>
Registered Nurse	<p>works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</p>
Year Level Coordinators	<p>responsible for student welfare at each year level provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school case manage student attendance</p>
Youth Support Coordinator	<p>provides individual and, at times, group support to students to assist their engagement with education and training support students to overcome barriers to education such as: attendance at school drug and alcohol support needs QCE/learning support suspension/exclusion/referral for behaviour support relationships/social skills conflict with family/peers/teachers social /emotional/ physical wellbeing.</p>
Transitions Pathways Officer	<p>provide appropriate support and intervention to young people and their families to assist the engagement and transition of young people working alongside existing school support staff to provide an holistic approach to address the individual needs of at-risk children develop a personalised transition plan for students linking students to services outside of school to assist with transitioning from school provide support to schools to develop successful strategies to support 'at risk' students</p>
Student Welfare Officer	<p>provides student with social and emotional support within the school environment on a one-on-one basis or in a group setting facilitates programs for trending issues among students and peers e.g. social skilling, anxiety and friendship making liaises with parents, teachers, or other external health providers as directed by Guidance Officer</p>

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact a member of Administration.

### **Student Support Services Team**

The student support service team consists of:

- Principal
- Deputy Principals
- Guidance Officers
- Head of Special Education Services
- Head of Department – Junior Secondary
- Head of Department – Middle Phase
- Head of Department – Senior School
- Head of Department – T & L Support Practices
- Community Education Counsellor
- School based Youth Health Nurse
- Youth Support Co-ordinator and
- Behaviour Support Teachers.

The purpose of the student support services team is to initiate, coordinate and evaluate support of students identified and/or referred to the team. This support offered by the team is tiered based on the individual student circumstances and may address academic, behavioural and social/ emotional concerns that impact student wellbeing, learning and their ability to fully engage with school.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Youthspace
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service

Support is also available through the following online services:

- [Kids helpline](#)
- [Lifeline](#)
- [Headspace](#)
- [Youth Beyondblue](#)

## Whole School Approach to Discipline

Proserpine 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.

We maintain that when parents enrol their students at Proserpine State High School they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents so that the school environment is productive and harmonious.

At Proserpine State High School we believe that discipline is about more than punishment. It is our belief that student behaviour is a part of the overall teaching and learning approach in our school. The 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 appropriate behaviour.

The development of the Proserpine State High School Student Code of Conduct is an opportunity to explain the school's approach and to gain their support to implement a consistent approach to teaching behaviour.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with a member of staff or make an appointment to meet with the Principal.

### **Proserpine State High School Core Expectations**

Staff at Proserpine State High School are committed to delivering a high quality education for every student. We further believe that all adults in the school, whether working or visiting should meet the same three core expectations – Respectful, Responsible, Engaged.

A set of behavioural expectations in specific settings has been attached to each of the core expectations – Behaviour Expectations Matrix.

## **Students**

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

### **I am RESPECTFUL**

Treat people kindly, courteously and fairly.

Protect the right of all students to learn and teachers to teach.

Value difference and tolerate alternate views.

### **I am RESPONSIBLE**

Accept personal accountability for decisions and actions.

Attend school every day and be prepared for learning.

Work to understand the effect of your behaviour on others.

### **I am ENGAGED**

Strive to be the best you can be at all times and in all endeavours.

Show pride in your achievements and the achievements of others.

Actively participate in all facets of school life.

# Proserpine State High School – Behaviour Expectations Matrix

Expectation	Whole School	Classroom	Oval/Playground/ Eating Areas	To and from school / excursions
<p style="text-align: center;"><b>I am Respectful</b></p>	<ul style="list-style-type: none"> <li>Treat all people kindly, courteously and fairly</li> <li>Interact positively with others</li> <li>Be considerate of difference and diversity</li> <li>Use polite and appropriate language</li> <li>Consider other people and their belongings</li> <li>Treat school and personal property with care</li> <li>Follow staff directions promptly</li> <li>Wear correct uniform according to activity</li> <li>Maintain a clear walkway for others by travelling on the left</li> <li>Use personal devices according to school policies</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the right of others to learn, express their opinion and be heard</li> <li>Leave personal mobile phones and other devices outside the designated learning area</li> <li>Be considerate and patient towards others</li> <li>Speak positively to peers, staff and visitors</li> <li>Use polite and appropriate language</li> <li>Follow classroom expectations</li> <li>Follow staff instruction promptly</li> <li>Raise your hand to question/share</li> <li>Solve problems in a calm manner without threatening behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Speak positively to peers, staff and visitors</li> <li>Consider other people, their personal space and their belongings</li> <li>Follow staff instructions promptly</li> <li>Resolve conflict calmly without violence or threatening behaviour</li> <li>Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Display school values at all times</li> <li>Represent the school proudly</li> <li>Consider members of the public</li> <li>Listen to community members who are instructing the group</li> </ul>
<p style="text-align: center;"><b>I am Responsible</b></p>	<ul style="list-style-type: none"> <li>Follow school routines/ procedures</li> <li>Walk when moving around the school</li> <li>Move to class on the first bell</li> <li>Use port racks for school bags/ equipment</li> <li>Keep laptops in their cases and use in approved areas</li> <li>Use equipment for intended purposes</li> <li>Use lockers to secure laptops and any valuables</li> <li>Report broken/vandalised equipment</li> </ul>	<ul style="list-style-type: none"> <li>Be at class on time</li> <li>Be prepared (bring all necessary equipment and have laptop charged)</li> <li>Enter classroom only when a teacher is present</li> <li>Use equipment and materials correctly</li> <li>Use/wear safety equipment as required</li> <li>Be mindful of potential risks</li> <li>Use technology as per Computing Equipment and Network Usage Agreement</li> <li>Maintain effective use of the student planner/diary</li> <li>Ask permission before leaving and use an out of class pass</li> <li>Use break time to get drinks or use the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Eat in designated areas at designated times</li> <li>Place rubbish in bin and keep your area clean</li> <li>Wait patiently to be served at the canteen</li> <li>Play appropriate games in designated spaces</li> <li>Be mindful of potential risks and play in a safe manner</li> <li>Report incidents to staff</li> </ul>	<ul style="list-style-type: none"> <li>Wear approved clothes and foot wear</li> <li>Use laptops in a safe area</li> <li>Follow bus loading procedures</li> <li>Follow road safety procedures</li> <li>Follow staff instructions promptly</li> </ul>
<p style="text-align: center;"><b>I am Engaged</b></p>	<ul style="list-style-type: none"> <li>Attend school every day</li> <li>Be a problem solver</li> <li>Follow adult instructions promptly</li> <li>Return to class promptly (i.e. from library)</li> <li>Use computing resources and materials correctly</li> <li>Adopt a positive outlook on school activities</li> </ul>	<ul style="list-style-type: none"> <li>Attend every class</li> <li>Recognise the right of all students to learn</li> <li>Be proud of your achievements and those of others</li> <li>Be an active participant</li> <li>Complete set work to the best of your ability</li> <li>Ask when you need assistance</li> <li>Complete homework and assessments on time</li> </ul>	<ul style="list-style-type: none"> <li>Interact positively with others</li> <li>Actively seek to include others</li> <li>Follow game rules and play fairly</li> <li>Demonstrate sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Adopt an open mind set and a positive attitude</li> <li>Actively participate in activities</li> <li>Challenge yourself and try something different</li> </ul>

## Parents and Staff

The table below explains the expectations for parents when visiting the school and the standards we commit to as a staff.

### Respectful

What we expect to see from you as parents/ carers	What you can expect from us as staff
You recognise that 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 take a positive, solution-focused approach when resolving concerns.	We will nominate a contact person for you to work with to resolve a school related concern.
You respect school, student and staff privacy in your online communications.	We will address social media issues that affect staff, students or families.

### Responsible

What we expect to see from you as parents/ carers	What you can expect from us as staff
You model appropriate behaviour when communicating with the school.	We will model the expected behaviour for students.
You ensure that your children attend school every day and notify the school promptly of any absences or change in contact details.	We will create a safe, supportive and inclusive environment for every student.
You approach Administration if you are concerned about the behaviour of another student, staff member or parent.	We will work with every family to address any complaints or concerns about the behaviour of staff, students or parents.

### Engaged

What we expect to see from you as parents/ carers	What you can expect from us as staff
You support your child to meet the learning and behavioural expectations at school.	We will provide support to all students to meet the learning and behaviour expectations of the school.
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.
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.

## Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation which align directly to the multi-tiered approach outlined earlier in the Learning and Behaviour section.

Every classroom in our school also uses the Behaviour Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Classroom Management

At the classroom level, teachers are responsible for the teaching of the school's behaviour expectations and procedures that conform to the Student Code of Conduct. Teachers encourage and maintain positive behaviours through classroom expectations, procedures and rules which:

- Recognise and focus on positive practices and behaviours.
- Are fair, clear and framed in a positive way.
- Are developed collaboratively with the class and continually revisited.
- Are modelled by the staff.
- Are implemented in a consistent, fair and just manner.
- Utilise the Balance Model and work from least to most intrusive practices.
- Minimise unnecessary confrontation and promote conflict resolution.

Classroom Management refers to teacher practice as well as student behaviour. Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient learning environment.

All teachers at Proserpine State High School will develop a classroom management plan for their classes that is used to assist teachers to develop proactive classroom management. These plans are developed at the commencement of the school year and are reviewed regularly throughout the year.

Classroom Management plans detail –

- Classroom Expectations
  - 5-6 clearly stated expectations
  - Explicitly taught and modelled
  - Visible within classroom
  - Regularly referred to within lesson
- Positive and negative consequences for behaviour
- Routines and processes used within the classroom to maintain a safe and positive learning environment

Teachers at Proserpine State High School use the Essential Skills for Classroom Management (ESCM) to further assist them to provide a safe and supportive learning environment.

Essential Skills for Classroom Management (ESCM)

1. Establishing expectations – Making rules.
2. Giving instructions – Telling students what they are required to do.
3. Waiting and scanning – Stopping to assess what is happening.
4. Cueing with parallel acknowledgement – Praising a particular student to prompt others.
5. Body language encouraging – Smiling, nodding, gesturing and moving near.
6. Descriptive encouraging – Praise describing behaviour.
7. Selective attending – Not obviously reacting to certain behaviours.
8. Redirecting to the learning – Prompting on-task behaviour.
9. Giving a choice – Describing the student's options and likely consequences of their behaviour.
10. Following through – Doing what you said you would.

## Focused Teaching

Approximately 10 – 15% of all students in any school or classroom may require additional support to meet behavioural 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 a part of a learning area/ subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Proserpine State High School to provide focused teaching. Focused teaching is aligned to the Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Proserpine State High School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## Intensive Teaching

Evidence shows that even in an effective school there will always be approximately 2 – 5% of the student population who require intensive teaching to achieve expectations. Intensive teaching involves frequent and explicit instruction, with individuals or small groups, to develop mastery of behavioural concepts, skills and knowledge.

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

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 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.

Students who require intensive teaching will be assigned an individual case-manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Behaviour Support Teachers

Behaviour Support Teachers are used to extend support to students selected by the Executive Team, in consultation with – Heads of Department, Guidance Officers, HOSES and classroom teachers. Once a student has been referred by the Executive Team the strategies are dependent on the individual's needs and circumstances. Some options may include:

- Working one-on-one with the student to identify needs, reflect and resolve identified issues.
- Targeted programs in small groups to enhance personal and social skills.
- Initiating and implementing a proactive program.
- Networking and liaising with outside support agencies.
- Working with the parent to achieve the best outcome for the student.
- Working with teachers to achieve the best outcome for the student.
- Completing a student support plan to assist in enhancing student engagement.

The purpose of the student working with a behaviour support teacher is to enhance the student's self-concept, identity and intrinsic motivation. Behaviour support teachers support them to positively engage with the learning process, CARE expectations and develop the conflict resolution skills, self-regulation skills and social skills appropriate for the school environment.

## Restorative Practices Approach

The Restorative Practices philosophy provides students with the opportunity to develop self-discipline and positive behaviours in a safe & supportive environment. The fundamental concept of Restorative Practices highlights that misconduct is a violation of people and relationships which creates obligations and liabilities requiring healing and setting right. Restorative Practices promote individual and community values around participation, respect, honesty, humility, interconnectedness, accountability, empowerment and hope.

### Aims:

- Educate students towards self-directed positive behaviour;
- Promote, nurture and protect healthy relationships among members of the school community;
- Enable students to be accountable for the real consequences of any wrongdoing.

We believe that our approach to managing inappropriate student behaviour should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community. A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged.

Proserpine State High School has high expectations of all its community members. Students are expected to exhibit high standards of personal behaviour and are challenged when these expectations are not met. They are challenged, however, in a way that respects them as individuals to enable them to correct their behaviour and to make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of their community.

### A Restorative approach:

- Values the person while challenging negative behaviour
- Encourages students to accept the consequences of their actions for others,
- Enables students to make amends where their actions have harmed others,
- Requires students to be accountable for their actions,
- Develops self-discipline,
- Encourages respect for all concerned,
- Reflects the value placed on relationships - among students, and between teachers and students.

In this way, a restorative approach is perceived as being authoritative, rather than authoritarian. An authoritative approach holds to the community values and challenges members to demonstrate these values in all their interactions with others.

# Legislative Delegations

## Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [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”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Proserpine State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Proserpine State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are considered and proportionate to the nature of the behaviour.

The school will use OneSchool behaviour data to evaluate the effectiveness of disciplinary consequences.

### Minor and Major Behaviours

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

- **Minor** problem behaviour is managed by staff members at the time it happens.
- **Major** behaviours result in an immediate OneSchool referral to Head of Department (HOD)/ Head of Program (HOP), Behaviour Support Teacher (BST) or Administration because of their seriousness:
  - Category 2 (classroom) behaviour must be referred to Head of Department or Head of Program.
  - Category 2 (playground) behaviour must be referred to Behaviour Support Teacher.
  - All Category 3 behaviour must be referred to a Deputy Principal or the Principal.

**Minor** (Category 1) behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or Administration.

**Major** (Category 2 & 3) behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm;
- require the involvement of Head of Department, Head of Program, Behaviour Support Teacher, Deputy Principal or Principal.

CATEGORIES OF BEHAVIOUR	PERSON RESPONSIBLE	EXAMPLES OF INAPPROPRIATE BEHAVIOURS
<p><b>Category I Minor</b> – behaviours are those that:</p> <ul style="list-style-type: none"> <li>• are minor breeches of the school rules;</li> <li>• do not seriously harm others or cause you to suspect that the student may be harmed;</li> <li>• do not violate the rights of others in any other serious way;</li> <li>• are not part of a pattern of problem behaviours;</li> <li>• do not require involvement of specialist support staff or Administration.</li> </ul> <p>Rapport and respect of rights still exists.</p>	<p>Classroom behaviours are dealt with by teacher.</p> <p>Parental contact by classroom teacher is highly recommended.</p> <p>Playground behaviours are dealt with by duty teacher</p> <p>Parental contact by teacher is required before referral to HOD/HOP</p>	<p><i>This list is not exhaustive</i></p> <ul style="list-style-type: none"> <li>• Low-intensity/ minor inappropriate behaviour that disrupts or disturbs teaching and learning</li> <li>• Moving around teaching area without permission</li> <li>• Lateness to class</li> <li>• Wearing hats indoors</li> <li>• Prodding and niggling other students</li> <li>• Failing to complete homework</li> <li>• Littering</li> <li>• Not bringing materials to class</li> <li>• Accidental/unintentional swearing (not directed at others)</li> <li>• Swearing in frustration (not directed at others)</li> <li>• Failing to attend detention</li> <li>• Low level-isolated negative comments towards others.</li> <li>• Possession of prohibited items that do not pose a risk to others (eg chewing gum, liquid paper, permanent markers)</li> <li>• Running on cement or around buildings, stairs and verandas</li> <li>• Failure to comply with uniform policy</li> <li>• Minor technology infringements - <ul style="list-style-type: none"> <li>Using software/internet not specified by teacher (games, movies);</li> <li>Using another student's logon details;</li> <li>Careless treatment of computing equipment;</li> <li>Not bringing laptop to class</li> </ul> </li> </ul>
<p><b>Category II (Major)</b></p> <p>*Repeated Category I behaviour over several lessons (<i>teacher must have contacted parents before referral</i>)</p> <p>or</p> <p>behaviour that interfered with the business of class to such an extent that the teacher's attention is constantly focused on one or two students' misbehaviour rather than the class as a whole.</p> <p>*Rapport still exists but rights of others are beginning to be disregarded</p>	<p>Classroom behaviours are dealt with by HOD (after discussion with classroom teacher).</p> <p>Playground behaviours are dealt with by BST.</p> <p>Parental contact by HOD/HOP/BST is required.</p> <p>OneSchool record and referral by teacher to HOD/HOP/BST required</p> <p>Classroom teacher is responsible for supporting the HOD's Behaviour Management strategies and on-going management of the student's behaviour in the classroom.</p>	<p><i>This list is not exhaustive</i></p> <ul style="list-style-type: none"> <li>• *Persistent repeating of Category I behaviours</li> <li>• Arguing/ verbally harassing another student – low level – isolated incidents</li> <li>• Low level, repeated behaviour intended to annoy, bother or belittle others.</li> <li>• Cheating/ Plagiarism</li> <li>• Direct disobedience of a teacher's directions</li> <li>• Use of obscene/offensive language (not directed at staff)</li> <li>• Swearing, use of abusive language at another student in a demeaning, provoking and aggressive manner</li> <li>• Truancy within school grounds</li> <li>• Minor damage or defacing of school or student property,</li> <li>• Repeated failure to comply with school uniform policy</li> <li>• Minor non-compliance with personal mobile phone and other personal technology policy (eg using/ accessing personal technology during learning time)</li> <li>• Mild technology infringements - <ul style="list-style-type: none"> <li>Removal of software;</li> <li>Unlicensed software, games, movies, pirated music,</li> <li>Defamatory documents, images or content stored on the laptop,</li> <li>Minor deliberate actions resulting in damage to computing equipment (including damage to another student's laptop)</li> </ul> </li> </ul>
<p><b>Category III (Major)</b></p> <p>Serious misbehaviour where a student has disregarded others rights in such a way that is unacceptable on any grounds or behaviour that is prejudicial to the management and good order of the school, misconduct or disobedience. Rapport requires extensive rebuilding.</p>	<p>Administration (Principal, DP, with possible HOD, HOP, BST involvement)</p> <p>Parental contact by Administration is required.</p> <p>OneSchool record and referral by staff is required.</p>	<p><i>This list is not exhaustive</i></p> <ul style="list-style-type: none"> <li>• Persistent disobedience and refusal to allow others to enjoy quality learning. (Blatant refusal)</li> <li>• Persistent Category II behaviour</li> <li>• Repeated and/or major non-compliance with personal mobile phone and other personal technology policy</li> <li>• Persistent non-compliance with routine</li> <li>• Repeated disrespectful messages, verbal attacks, including negative comments based on race, religion, gender, age, national origin, ethnic origin, disabilities or other personal matters.</li> <li>• Deliberate humiliation and/or intimidation of another student or staff member</li> <li>• Swearing and abusive language and/or actions towards staff in a demeaning, provoking and aggressive manner</li> <li>• Fighting and/or encouraging others to fight (physical)</li> <li>• Refusal to comply with school uniform policy</li> <li>• Deliberate vandalism/ sabotage of equipment or property</li> <li>• Repeated harassment/ bullying of other students</li> <li>• Inappropriate or repeated comments e.g. go kill yourself</li> </ul>

		<ul style="list-style-type: none"> <li>• Racist language or behaviour</li> <li>• Continual refusal to comply with the Student Code of Conduct and policies</li> <li>• Possession of prohibited items that pose a safety risk to others</li> <li>• Unacceptable moral behaviour</li> <li>• Inappropriate intimacy</li> <li>• Repeated Category II truancy or student leaves school grounds</li> <li>• Failure to comply with the requirements of the area of study currently undertaken</li> <li>• Bringing the school, staff or other students into disrepute through internet social networking sites, posting online or texting inappropriate words / images / sounds. Cyber-bullying and anti-social behaviour</li> <li>• Major technology infringements – <ul style="list-style-type: none"> <li>Wilful, malicious damage to computers, printers or network equipment;</li> <li>Computer or network hacking;</li> <li>Major defamatory documents, images or content.</li> </ul> </li> </ul> <p><b><u>Illegal Actions</u></b></p> <ul style="list-style-type: none"> <li>• Theft and/ or Vandalism</li> <li>• Physical assault of staff/students</li> <li>• Abusive language directed toward staff member</li> <li>• Sexual Harassment</li> <li>• Possession of Illegal items or weapons</li> <li>• Selling/ possessing/ using illegal &amp; illicit drugs</li> <li>• Consumption/ possession/ selling of alcohol</li> <li>• Smoking/ selling/ possession of cigarettes &amp; e-cigarettes</li> <li>• Dangerous, careless and/or threatening actions at school or while travelling to and from school</li> </ul> <p><b><u>Disobedience, misconduct and/or conduct prejudicial to the good order and management of the school</u></b></p> <ul style="list-style-type: none"> <li>• Conduct prejudicial to the good order and management of the school (<i>NB. includes incidents that occur outside school grounds, school times and/or via social internet/ multimedia that negatively affect the good order, management and reputation of the school in a significant manner</i>)</li> </ul>
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The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders will continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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.

## **Differentiated**

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Class seating plans
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Redirection
- Restoration
- Time Out
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")

- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Monitoring card

## **Focused**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Detention
- Buddy Class
- Restoration
- Time Out
- Withdrawal from class
- Restitution
- Alternate Program
- Behavioural contract
- Removal of privileges (e.g. mobile phone ban)
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Student Support Services Team
- Stakeholder meeting with parents and external agencies
- Monitoring card

## **Intensive**

School Leadership Team work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Individual Behaviour Support Plan
- Discipline Improvement Plan
- Withdrawal from class
- Restitution
- Restoration
- Monitoring Cards
- Removal of privileges (e.g. mobile phone ban)
- Alternate program/ Timetable
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

At Proserpine State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. All staff are expected to adhere to the Code of Conduct for the Queensland Public Service. Through training activities, staff are aware of consistent and appropriate responses to behaviour.

## **Detention**

Detention is given to students in accordance with Proserpine State High School Student Code of Conduct and within the parameters outlined in the Student Discipline procedure as a disciplinary option used to address inappropriate behaviour.

At Proserpine state High School detentions can be applied:

- During school hours
- Out of school hours

At Proserpine State High School teachers have been authorised by the Principal to implement detentions during school hours. The Principal or Principal's delegate have been authorised to implement detentions for out of school hours.

### **Detention – School Hours**

Detentions during school hours will be issued during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be supervised.

Parents may be notified by the principal or teacher if a student is placed on detention during school hours.

### **Detention – Out of School Hours**

Detentions completed in out of school hours will be for a maximum of 30 minutes in duration. The detention will be supervised by a Behaviour Support Teacher or Administration in an appropriate location.

Parents will be notified by the Principal or teacher to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention arrangements.

If a student fails to attend a detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

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

When suspended, the Principal or Principal's delegate will take reasonable steps to ensure that the student has access to an educational program to continue with their education. The Principal or the Principal's delegate, in consultation with staff will consider any special arrangements that are required to ensure that the student is able to complete necessary assessment requirements.

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.

At Proserpine State High School, a student while under suspension is not entitled to take part in any school activity, with the exception of assessment. This includes entering the school grounds, attending school functions or using school buses for travel.

### **Re-entry following suspension**

Students who are suspended from Proserpine State High School will be required to attend a re-entry meeting on the day prior or the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/ carers, back to the school. It is not a time to review the student's behaviour or the decision to suspend as the student has already received a consequence for their behaviour through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for successful reengagement with school and strengthen home-school communication.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone or in writing, usually via email. Re-entry meetings are short in length and kept small with only the Principal or their delegate, including case manager where appropriate, attending with the student and their parents/ carers.

A record of the meeting is recorded in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

After the re-entry interview, the student may be monitored for a period of time at a higher level than the rest of the students by the Principal or their delegate. The Principal or their delegate has the discretion to use a Behaviour Monitoring Card as a part of this process. The period of time for monitoring will be determined by the Principal or their delegate, but generally will not be less than a minimum of 1 week. This process will be managed by the Principal or their delegate and will allow for closer monitoring and support of the student as they reengage with the school environment. During this period the student may only participate in extra-curricular activities at the Principal's discretion. After a of period satisfactory behaviour, the student may continue to be monitored and supported at a Head of Department level or by a Behaviour Support Teacher to ensure continued successful re-engagement with school.

### **Structure**

The structure of the re-meeting should follow a set agenda, and will be shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parents/ carers at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Provide support to prevent reoccurrence of identified behaviour
- Offer information about supports available (e.g. Guidance Officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Re-enter student into classroom

### **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, Behaviour Support Teachers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

- Temporary Removal of Student Property
- Use of Personal Mobile Phones and Other Personal Technology Devices by Students
- Preventing and Responding to Bullying
- Appropriate Use of Social Media
- Student Dress Code and Personal Presentation Policy

### Temporary Removal of Student Property

The temporary removal of student property may be required if the Principal or school staff are reasonably satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct;
- maintain the safety and wellbeing of others;
- promote the caring, safe and supportive learning environment of the school,
- to maintain and foster mutual respect between all state school staff and students.

The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

Items that may be temporarily removed by school staff include, but is not limited to:

- school bags;
- mobile phones or other personal technology devices;
- items that are non-compliant with the school's uniform policy (eg, jewellery, caps);
- prohibited items as outlined below.

### Prohibited Items

Explicitly prohibited items at Proserpine State High School, include, but are not limited to the following items. These items will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\*
- tobacco
- smoking implements (e.g. lighters, E-cigarettes, cigarette papers)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- caffeine based energy drinks and high sugar carbonated drinks

- foods contrary to the Smart Choices Strategy
- laser pointers
- liquid paper
- chewing gum
- permanent markers

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, including any item that can be used as a weapon, for example a chisel or any item made from other materials that resembles a weapon.

\* Knives, chisels and other implements needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

**Illegal items removed from student possession may be handed to Queensland Police Service (QPS) for further investigation.**

## Responsibilities

**Staff** at Proserpine 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 immediately, and remove student access to the bag, where there is suspicion that the student has a dangerous item (for example, a knife) or item described as prohibited under the Student Code of Conduct in their school bag, prior to seeking consent to search the item 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 student's bag are not authorised to search the bag without the consent of the student or parent;
  - 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, however, under emergency circumstances, search a student's property without the student's consent or the consent of the student's parents (e.g. to access an Epi-Pen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

**Parents** of students at Proserpine State High School:

- ensure their child does not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Proserpine 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.
- 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 Proserpine State High School:**

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

### **Return of temporarily removed student property**

- The Principal or staff determine when the temporarily removed property can be returned, unless the property has been handed to the Queensland Police Service (QPS);
- Temporarily removed student property held by the school will be made available for collection by the student or parent within a reasonable time period;
  - Temporarily removed mobile phones are available for collection at the end of the school day by either the student or a parent.
- The Principal or staff may choose to make the temporarily removed property available for collection to the parent only;
- Temporarily removed property made available for collection is in the same condition as when the property was removed;
- In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:
  - the condition, nature or value of the property;
  - the circumstances in which the property was removed;
  - the safety of the student from whom the property was removed, other students or staff members;
  - good management, administration and control of the school.

### **Retention of temporarily removed student property**

- Temporarily removed student property may be retained if:
  - the property is illegal to possess, threatens safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and school staff are in the process of notifying police;
  - police state that they will come to the school to investigate matters relating to the temporarily removed student property;

- student or parent has not collected the temporarily removed student property despite reasonable efforts to advise the student or parent it is available for collection;
- staff reasonably suspect that the student is not the lawful owner of the property.

## **Use of Personal Mobile Phones and Other Personal Technology Devices by Students**

This policy has been developed to:

- support students to develop safe, responsible and respectful mobile phone and other personal technology device practices;
- reduce the impact that inappropriate usage has on teaching/learning time, wellbeing and on administration;
- support students to manage their relationship with technology and develop long term healthy habits; including developing the capacity to engage in developmentally appropriate and positive activities during periods of time that do not involve technology.

Related policies include – Temporary Removal of Student Property, Appropriate Use of Social Media, Preventing and Responding to Bullying.

### **Student use of mobile phones and wearable devices at school**

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours.

This policy also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have notifications enabled during school hours if they have an approved exemption for medical or disability.

Students participating in activities such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

### **Definition**

For the purposes of this policy, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

These devices include, but are not limited to, mobile phones, mobile hand-held devices, gaming devices, personal laptops (excluding CYOD and approved BYOD devices), wearable technology devices (eg, smart watches), ipods, ipads, voice recorders, music players and is also inclusive of associated technology (eg earphones, wireless earbuds).

The policy does not apply to personal or school-owned devices that are approved for educational use as part of the school's Choose Your Own Device (CYOD) or Bring Your Own Devices (BYOD) policy.

Students who bring valuable personal technology devices like those described above to school do so at their own risk of damage or theft. No liability shall be accepted by the school in the event of loss, theft or damage of any device.

## **Student Responsibilities**

The responsibilities for student access and use of personal mobile phones or other personal devices at school or during school activities, are outlined below:

- students must at all times follow the Computer and Network Usage Agreement;
- student mobile phones and other personal technology devices must be turned off prior to entering the school grounds and stored in the student's bag or school supplied lockers during school hours, and while attending school, activities, such as representative school sport, excursions and camps.
- students may access phones and other personal technology devices at the conclusion of the school day after the final bell at 3:00pm.
- notifications on wearable devices, including smartwatches, must be switched off during school hours, and while attending school activities, such as representative school sport, excursions and camps, so that phone calls, messages and other notifications cannot be sent or received.

## **Bringing mobile phones and wearable devices to school**

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day, and
- be contacted about their own child or person under their care, if an independent student

## **Principal's Consent**

The principal has the discretion to permit the use of personal mobile phones and other devices for a specific purpose in special circumstances.

## **Special Circumstances/ Exemptions**

Students who require the use of a personal mobile phone or other personal other device in a circumstance that would contravene this policy (medical condition/ disability) should negotiate a special circumstance arrangement with the Principal or Principal's delegate.

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.

## **Individual Circumstances**

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions to the school's personal technology policy, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition
- the mobile phone or wearable device is used as an agreed reasonable adjustment for the student with a disability or learning difficulty

- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment
- the mobile phone or wearable device is used as an agreed adjustment for a student with an English as an additional language or dialect

The principal (or their delegate) will consider requests for exemption received from students or parents/ carers on a case-by-case basis. When considering an exemption request, the principal (or their delegate) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, will be documented in the student's OneSchool Support Provisions and communicated to school staff.

## Personal Mobile Phone and Other Personal Technology Devices – Unacceptable Use

It is **unacceptable**, while travelling to and from school, for students at Proserpine State High School to:

- use a personal mobile phone or other devices in an unlawful manner;
- use a personal mobile phone or other device to record voice or images (photograph or video) while travelling to and from school or within the school setting and/or of other students, staff or visitors;
- use or display the school logo and associated branding for non-official purposes;
- download, distribute or publish offensive messages or pictures;
- use a mobile phone or other device to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.)
- use a mobile phone to disseminate recording of inappropriate behaviours or incidents;
- 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;
- 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;

It is **unacceptable, at any time**, for students at Proserpine State High School to:

- use or display the Proserpine State High School logo and associated branding for non-official purposes;
- publish recordings or images of students in school uniform that may bring the school into disrepute.

## Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Proserpine State High School. Students are not permitted to use personal mobile phones or other personal technology devices to record voice and/or images (photograph or video) while:

- travelling to and from school;
- within the school setting;
- participating in a school activity, eg – camp, excursion, sporting event, cultural activity, carnival or school event.

Students using personal technology devices to record voice or images (photographs and video) while travelling to and from school, at school or while participating in a school activity will be considered for disciplinary consequences, including suspension.

A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Such incidences shall be referred directly to the Administration, where disciplinary consequences, including suspension and exclusion, will be considered.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, social media, etc.); and/or,
- knowingly being a subject of a recording, breaching this policy and may be subject to disciplinary procedures (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Queensland Police Service (QPS).

## **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or even stalking, and may subject the sender to disciplinary procedures and possible referral to Queensland Police Service (QPS). Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the Administration.

## **Responsibilities**

### **Staff Responsibilities**

- Staff should model the appropriate use of personal mobile phones and other devices at school;
- Encourage and promote the responsible use of personal mobile phones and other personal technology devices;
- Staff only use personal mobile phones to mark class rolls, respond to safety issues or emergencies or to call/respond to administration, if out of a classroom;
- Support colleagues by consistent enforcement of the policy;

### **Parent/Carer Responsibilities and Communication**

- Parents/carers support the school policy regarding use of mobile phones and other personal technology devices;
- Parents/carers support the policy by sending messages to mobile phones outside school hours with the knowledge that students will not have access to devices from the time they arrive at school until after the final bell at 3:00pm;
- The school communicates via text message to parents/carers should there be an emergency requiring evacuation or lock down;
- Parents/carers can expect to be contacted should their child require medical attention;
- Parents/carers contact the school in the case of an emergency requiring a student to be notified.

## Consequences of Misuse

**Mobile phones and other devices used contrary to this policy will result in immediate removal by school staff. Refer to Temporary Removal of Student Property Policy.**

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Refusal to co-operate with the policy, including requests to temporarily remove, will result in a referral to Administration who will determine appropriate disciplinary consequences.

**Serious incidents involving mobile phones or personal technology or repeated failure to comply with the policy will be treated as wilful or persistent disobedience and may lead to more serious disciplinary consequences, including suspension and exclusion.**

## Stages of Removal

### First removal of a mobile phone or other personal technology device

Student will be issued with a detention.

The device will be made available for collection by the student from the school office at the conclusion of the school day: unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/ carer.

### Second removal of a mobile phone or other personal technology device

Student will be issued with a detention.

The device will be made available for collection by a parent/carer from the school office after 3:00pm on the day of removal: unless required to be kept for purposes of disciplinary investigation. If parent/ carer is unable to collect on the day of removal, the school will retain the device until a parent/carer is able to collect.

### Third removal of a mobile phone or other personal technology device

Student will be issued with an after-school detention.

The device will be made available for collection by a parent/carer from the school office after 3:00pm on the day of removal: unless required to be kept for purposes of disciplinary

investigation. If parent/ carer is unable to collect on the day of removal, the school will retain the device until a parent/carer is able to collect.

### **Subsequent removal**

Students who have a personal technology device confiscated (minor breaches) on more than three occasions may be considered for more serious disciplinary consequences, including suspension.

## Computer and Network Usage Agreement

### What awareness is expected of students and their parents?

At all times students, while using these ICT facilities and devices, will be required to act in line with the requirements of the Proserpine State High School Student Code of Conduct. 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;
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
  - ICT facilities and devices should be used appropriately as outlined in the Student Code of Conduct;
  - 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;
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

### What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to:

- use 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 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, considerate and respectful of others when using a mobile device;
- switch off and place out of sight the mobile device during classes, where these devices 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.

All students have a responsibility for school property. This includes responsible care and management of all computing equipment and laptops. Students in the CYOD/ BYOD eLearning program should have their laptops with them at all times. If this is not practicable, a safe alternative needs to be sought.

Data files stored on the school's server are solely for educational purposes. Students in the CYOD/ BYOD eLearning program may have elevated access allowing the installation of software on the laptop's hard drive. A valid software licence is required and applications

installed must be suitable to a school environment and adhere to national copyright guidelines. School software installed on student laptops is essential for the student's education and must be available when required.

## **What is unacceptable/inappropriate use/behaviour by a student?**

It is unacceptable for students to:

- use the device in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- insult, harass or attack others using obscene or abusive language;
- deliberately waste printing and internet resources;
- damage computers, printers or the network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of software, games, social media, online email and internet chat;
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (eg. forwarding, uploading, Bluetooth use etc.) of such material;
- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place;
- disable settings for virus protection, spam, monitoring software and/or internet filtering that have been applied as part of the school computer image;
- use language and/or threats of violence that may amount to bullying and/or harassment or even stalking;
- use the device's camera anywhere a normal camera would not be considered inappropriate including, classroom, change rooms or toilets;
- use the technology device to cheat during an exam;
- take into or use technology devices at exams or during class assessment unless expressly permitted by school staff.

It is unacceptable for students to use computing equipment, software programs and/or internet resources that have not been requested by the teacher. Any illegal (unlicensed) software, games, movies, pirated music, defamatory documents, images or any content not suitable for viewing by persons under the age of 18 are deemed inappropriate to be stored on any computing device. Additionally, the distribution, copying or removal of school installed software is not permitted.

Wilful, deliberate or malicious actions causing damage is unacceptable. Computers cannot be used for conducting a personal business, illegal or criminal purposes. Attempts to break in/hack a computer or school network are unacceptable and will result in school disciplinary consequences.

Usernames and passwords are to be kept by the student and not divulged to any other individual (e.g. a student should not give their fellow students their username and password). Students cannot use another student or staff member's username or password to access

the school's network, including not trespassing in another person's files, home drive or e-mail.

Additionally, students should not divulge personal information (e.g. name, parent's name, address), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

## Preventing and Responding to Bullying

Proserpine State High School promotes a positive school environment, fostering a caring, respectful, inclusive and supportive school culture. Every member of the school community (students, staff, parents) has a role to play in creating a safe and supportive environment where students can focus on achieving to their potential.

Proserpine State High School uses the [Australian Student Wellbeing Framework and the Student and Learning Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Staff at Proserpine State High School understand that student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Proserpine State High School conducts a Student Forum each term/semester, with representatives from each year level meeting with the school leadership team to suggest and develop strategies to improve student wellbeing, safety and learning outcomes.

A priority for the Student Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter bullying. At Proserpine State High School we believe that students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

This policy is a part of the broader Student Code of Conduct but specifically addresses the issues of bullying and cyber bullying.

### What is Bullying?

The agreed national definition of bullying for Australian schools ([National Centre against Bullying](#)) is-

***“Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.***

***Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).***

***Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.”***

Bullying can take many forms. The [National Centre against Bullying](#) identifies four types of bullying:

- 1) Physical bullying – This is when a person (or group of people) uses physical actions such as hitting, tripping, etc. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- 2) Verbal bullying – Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
- 3) Social (covert) bullying – Indirect actions, such as lying about someone, spreading rumours, playing a joke on someone that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.
- 4) Cyber-bullying – This method of bullying uses technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

## What is not bullying?

Proserpine State High School acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- Social bantering with minor insults and jokes;
- Mutual arguments and disagreements (where there is no power imbalance);
- Not liking someone or a single act of aggression;
- One-off acts of meanness or spite;
- Isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they do need to be addressed in the same way as other inappropriate student behaviours.

## Responsibilities

### School

- Promote a positive school culture where bullying is not tolerated;
- Provide access to the Preventing and Responding to Bullying Policy and the school Student Code of Conduct to all members of the school community via student diary, school website and hard copies;
- Support the development of positive relationships and respectful, inclusive and supportive environments through the use of Care group structure. Students from year 7 -12 meet three times per week to connect with their Care group teachers and peers
- Use evidence based programs to develop students' personal and social capabilities. The school partners with The Resilience Project which provides a structured program aimed at developing student wellbeing;
- Utilise Restorative Practices to restore relationships and repair harm. Students develop problem solving skills, empathy and prosocial behaviours;

- Communicate and provide consistent definitions of bullying and prevention and response to bullying to students, caregivers and community members;
- Ensure that students know what to do when suspected bullying occurs. The school has established safe reporting procedures for students and ensures respectful responses and management of any reports (STYMIE);

Clearly communicate procedures for staff to follow when responding to incidents of student harm from harassment, aggression, violence, bullying or misuse of technology.

### **Staff**

- Undertake professional learning to develop an understanding of what constitutes bullying and how to recognise and respond to bullying, including cyberbullying;
- Practice zero tolerance of inappropriate behaviour and comments;
- Consistently model anti-bullying attitudes and behaviour;
- Encourage the teaching of tolerance, respect and valuing of difference and diversity through Care group and the whole school well-being program;
- Listen to and respond to reports of bullying;
- Provide support and refer as needed;
- Implement the Student Code of Conduct, Anti-bullying and Wellbeing policies.

### **Student**

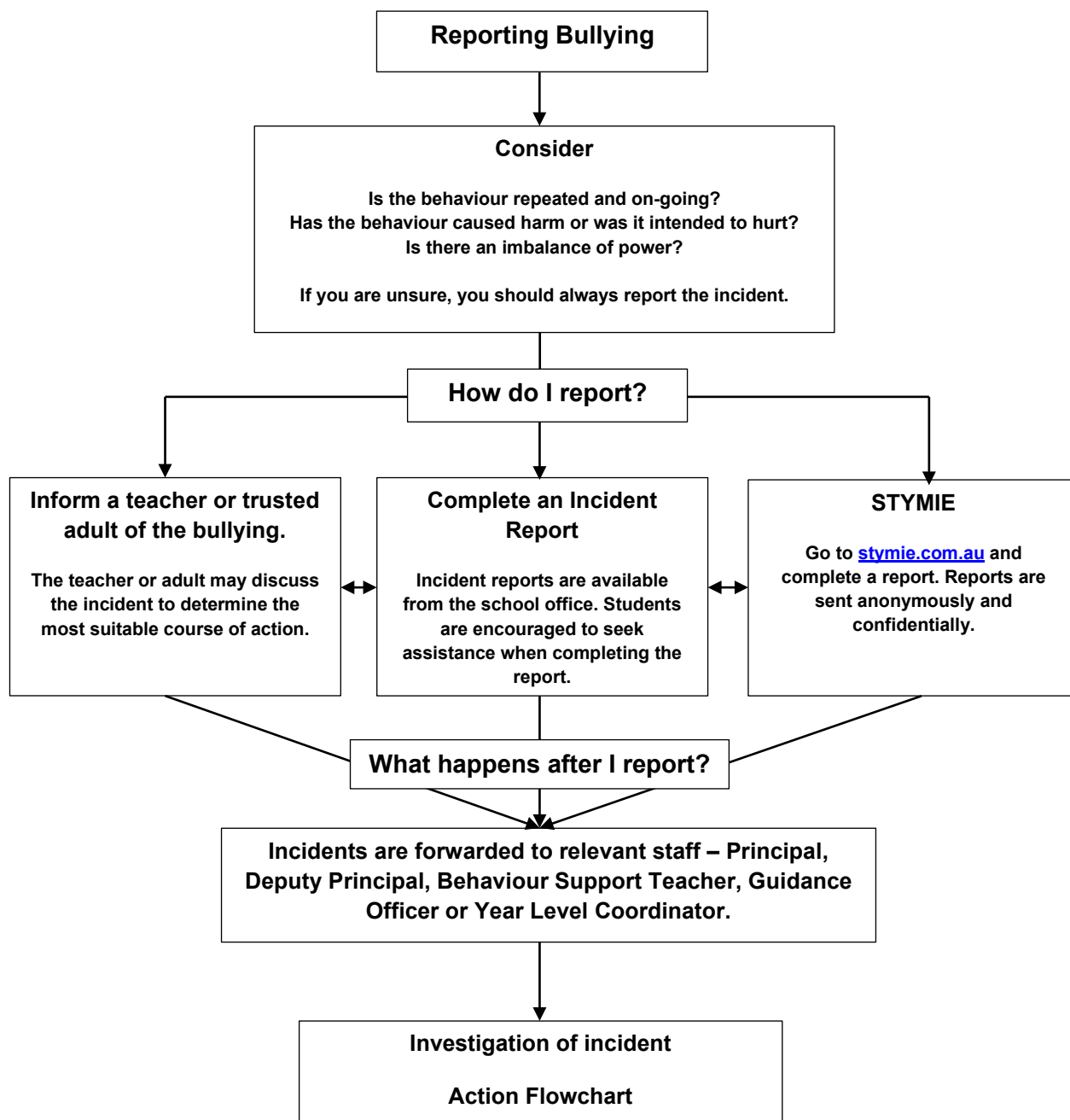
- Show respect for all members of the school community;
- Become an active bystander and provide support for others against bullying
- Attempt to resolve bullying by being direct and assertive;
- Report all incidents of suspected bullying using school procedures and support structures.

### **Parent/Carer**

- Support the values of tolerance and respect;
- Encourage children to practise these values in all contexts, including at school;
- Encourage their child to record evidence of bullying and report bullying;
- Provide support and encourage their child to seek help;
- Communicates with the school to resolve bullying issues;
- Report all incidents of suspected bullying using school procedures (STYMIE).

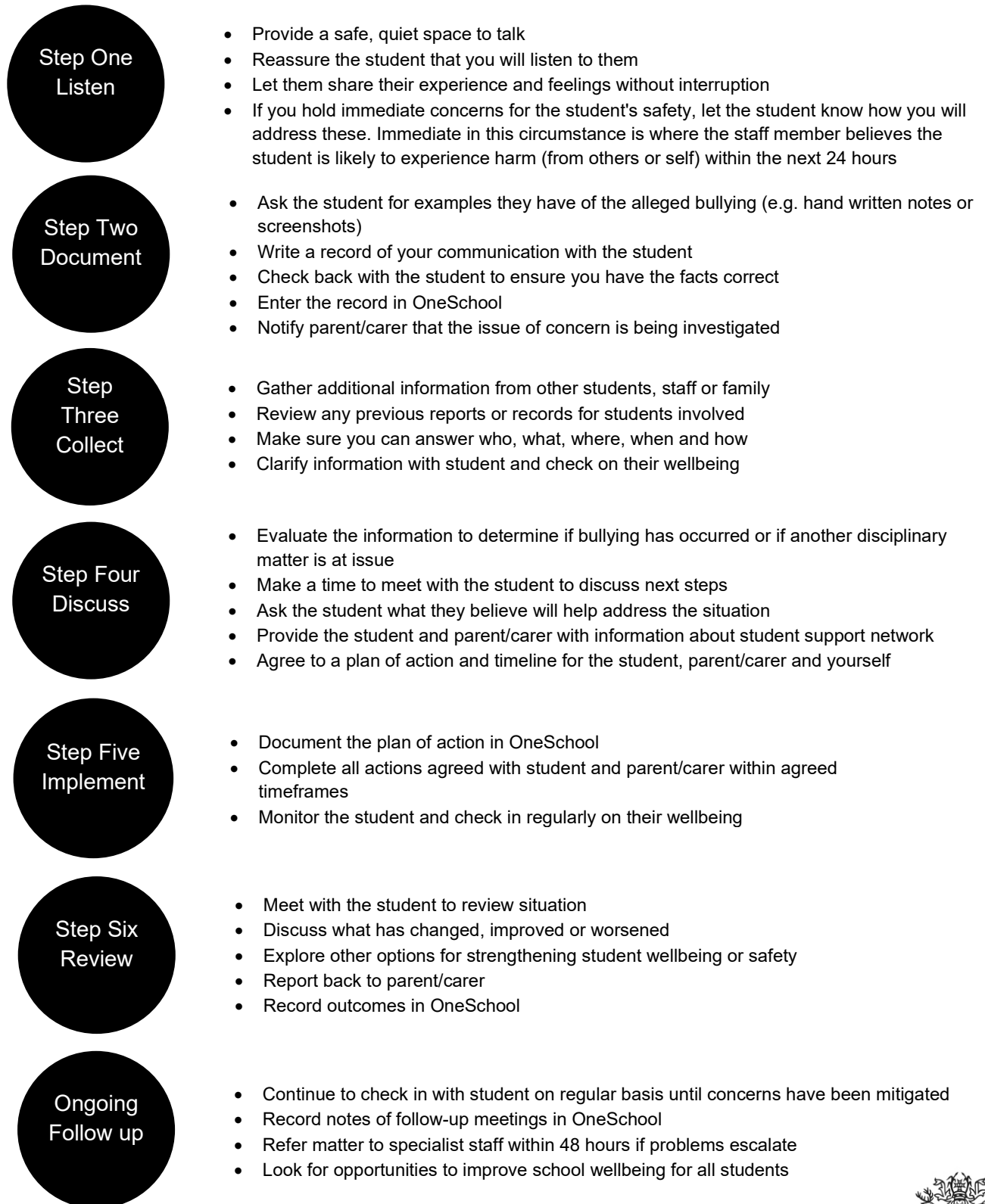
## Reporting Incidents of Bullying

Students at Proserpine State High School are encouraged to report all incidents of bullying or suspected bullying. Staff will respond to all reports of bullying, either observed or experienced by students. Different responses may be appropriate depending on the nature and degree of bullying.



## Action Flowchart

The following flowchart explains the actions that Proserpine State High School staff will take when they receive a report about student bullying, including bullying that may have occurred online or outside of the school setting. The timelines used may be adjusted depending on the unique circumstances and risk associated with each situation.



## Cyberbullying

At Proserpine State High School, cyberbullying is treated 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.

It is important for students, parents/carers and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents/carers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Proserpine 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 of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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, if deemed appropriate.

Any questions or concerns about the school process for managing or responding to bullying, including cyberbullying should be directed to the Principal or the Principal's Delegate.

# Cyberbullying Response Flowchart

## How to manage online incidents that impact your school

### Student protection

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

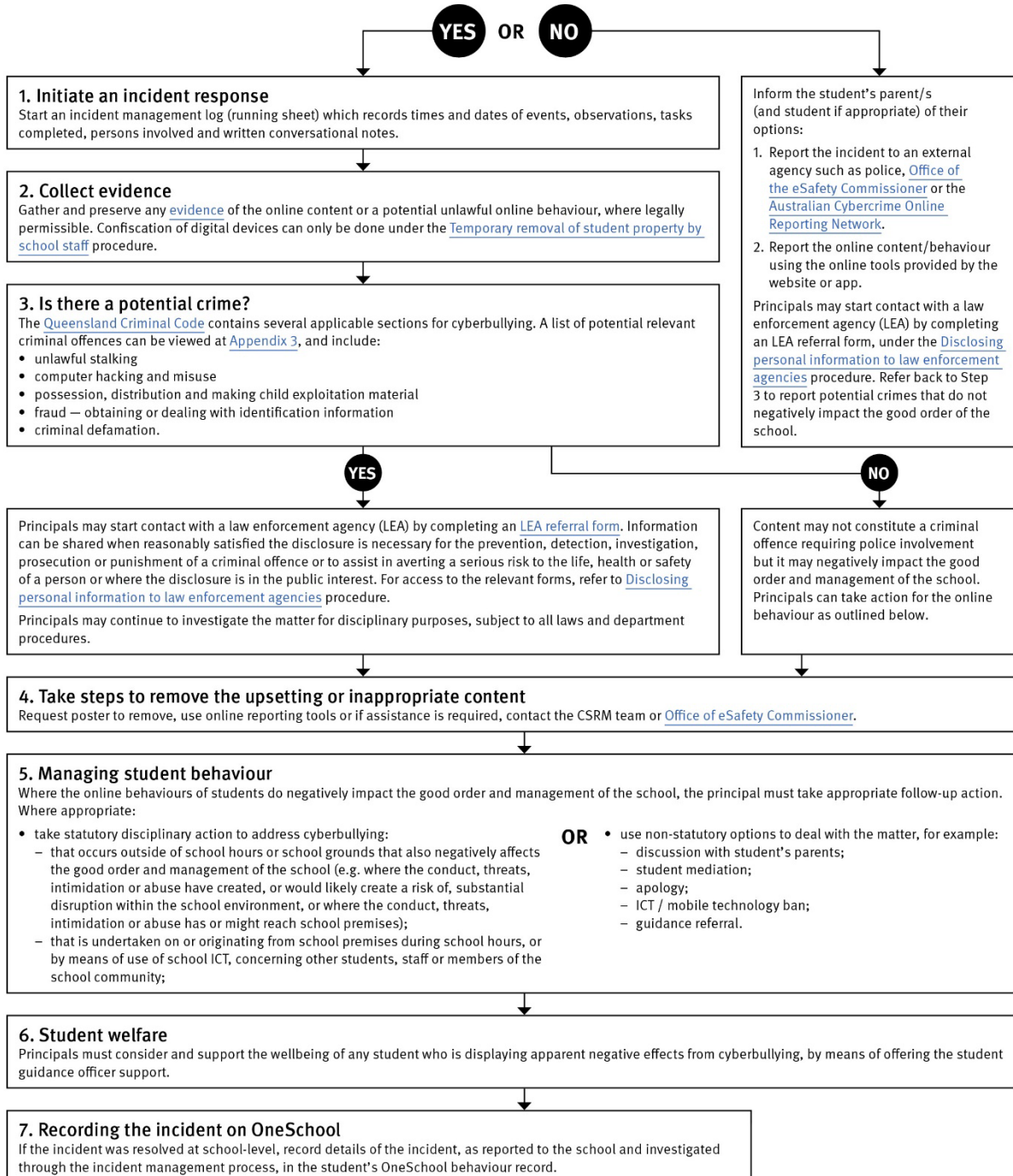
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

Proserpine 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 to or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

All staff at Proserpine 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 practice 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.

## Proserpine State High School – Anti-Bullying Compact

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

## Proserpine State High School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Proserpine 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);
- 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 has the right to feel safe, secure, and respected.

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## Appropriate Use of Social Media

Proserpine State High School is committed to promoting the responsible and positive use of social media sites and apps.

This policy reflects the importance of students at Proserpine State High School engaging in appropriate online behaviour.

Proserpine State High School acknowledges the growing popularity of social media both as a communication and an educational tool and supports 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.

Proserpine State High School further acknowledges the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

As outlined in Proserpine State High School's Student Code of Conduct – Preventing and Responding to Bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Proserpine State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school – whether those behaviours occur during or outside school hours.

Students must understand that 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.

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

### Important considerations of Social Media

- The majority of young people use social media sites and apps on a daily basis to keep in contact with friends, entertainment and for school work. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.
- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to

- no control over how that content is used.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, staff, parents, the school and others for years to come.

## Appropriate Use of Social Media and Electronic Communication

- Students of Proserpine State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:
  - Ensure that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
  - Think about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
  - Avoid provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools (STYMIE), school processes and seek support from an adult.
- If inappropriate online behaviour directly impacts on the good order and management of Proserpine State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- Proserpine State High School will review and act accordingly to concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours.

## Inappropriate Use of Social Media and Electronic Communication

Examples of social media and electronic communication technology incidents which may impact on the good order and management of the school include:

- Creating imposter accounts of other students and teachers on social media apps, websites or online gaming platforms.
  - Student A creates a social media account in the name of Student B. Student A uses this account to impersonate Student B and send harassing messages to other students.
- Sexting: possessing, taking, distributing or posting nude or explicit images or video of another student, coercing or pressuring another student to take, distribute nude or explicit images or video of themselves.
  - Student A asks Student B to take a photo of themselves naked. Student B takes the photo and sends it to Student A. Student A then shares the image of Student B throughout the school.
- Creating meme, gossip or hate pages about a school on social media apps or websites where the online presence is used to target students and staff members of that school.

- A group of students create a social media account for other students of their school to post offensive and mean ‘gossip’ about other students.
- Violent and dangerous videos: filming, sharing device-to-device or distributing online content, which involves students, involved in violent, dangerous or risky acts.
  - Two students get into a fight during lunch time. A number of students film the fight and start sharing it on social media.
  - Dangerous or risky behaviours which involve choking, asphyxiation or other activities dangerous to a student’s health and wellbeing.
- Taking photos or filming or voice recording a staff member or other student without consent and sharing the image or video online.
  - A group of students film their English teacher during class without consent. The students then share this video on social media and write harassing comments about the teacher who is in the video.
- Cyber abuse or cyberbullying: online behaviour which is reasonably likely to have a seriously threatening, intimidating, harassing or humiliating effect on a person. This behaviour may occur on various online spaces such as social media websites/apps, school email or online gaming platforms.
  - Student A posts a bullying comment on Student B’s photo they recently uploaded on social media. Student B deletes the comment but Student A continues to send harassing comments on social media directed at Student B.

## Advice for Parents

### Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

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

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

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

### What about other people’s privacy?

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

### What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content

- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider or the [Office of the e-Safety Commissioner](#)

## 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).

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## Student Dress Code and Personal Presentation Policy

Proserpine State High School community values the wearing of full uniform at all times, and this expectation is communicated explicitly to all students who enrol at Proserpine State High School.

The Dress Code and Personal Presentation Policy:

- Establishes a welcoming culture of school pride, a positive learning environment and high expectations;
- Promotes a positive image within the community;
- Addresses health and safety policies;
- Promotes the shared belief that we are part of something significant and by furthering social equality among students the uniform diminishes socioeconomic differences, reducing peer pressure associated with expensive 'brand' clothing;
- Improves student safety by enabling staff to identify people within the school grounds who are not associated with the school;
- Develops and promotes responsibility and reinforces self-discipline, skills that can be transferred to the outside school environment such as the workplace.

Under the Education (General Provisions) Act 2006 section 360, a Principal may develop a dress code to apply when students are attending or representing the school. As per the Act, this dress code outlines the acceptable standard of clothing to be worn by students and personal presentation.

The Proserpine State High School Dress Code and Personal Presentation Policy reflects the community expectations and standards, as determined by the Principal, in consultation with school community representatives.

### Staff

- Promote the school's Dress code and Personal Presentation Policy with students and parents
- Support student and families to meet dress code and personal presentation standards
- Issue appropriate consequences for students when uniform does not meet expectations

### Student

- Follow school uniform expectations as detailed in the Dress Code and Personal Presentation Policy
- Report to the school office during the school day for uniform issues

### Parent/ Carer

- Support the school's Dress Code and Personal Presentation Policy
- Ensure that their child's uniform meets the uniform expectations as detailed in the school's Dress Code and Personal Presentation Policy.
- Provide communication to the school when their child is unable to wear the correct uniform

Parent should refer to the **Dress Code and Personal Presentation Policy** for full details on student uniform expectations

## Restrictive Practices

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include seclusion, physical restraint, containment, mechanical restraint, chemical restraint and clinical holding.

Staff at Proserpine 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 that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

- a) Regard to the human rights of those students
- b) Safeguards students, staff and others from harm
- c) Ensures transparency and accountability
- d) Places importance on communication and consultation with parents and carers
- e) Maximises the opportunity for positive outcomes, and
- f) Aims to reduce or eliminate the use of restrictive practices.

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

### Use of Seclusion and Physical Restraint

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.

Staff may only use seclusion or physical restraint where:

- a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others;
- b) the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and

- c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

For the use of seclusion or physical restraint to be reasonable, it must be:

- a) proportionate to the risk of harm;
- b) discontinued once the risk of harm has dissipated;
- c) respectful of the student's dignity.

Examples of physical restraint that might be reasonable in the circumstances would be:

- a) using manual guidance to prevent a student from running onto a road;
- b) holding a student to prevent them from physically attacking someone;
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour;
- d) removing a student from a foreseeable risk of harm.

## **Individual Student Safety Plan**

When Proserpine State High School proposes the use of planned physical restraint, mechanical restraint or containment in respect of a particular student, the school will develop an Individual Student Safety Plan. The Individual Student Safety Plan must be developed in conjunction with any behaviour strategies included in the student's Individual Behaviour Support Plan.

## **Focused Review**

Following the use of any restrictive practice, a focused review of the incident will be undertaken by a member of the school's leadership team as soon as practicable. The focused review will assist staff to understand how they responded to the risk in the 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.

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

## Critical Incidents

Proserpine State High School staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or any person at Proserpine State High School. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A **critical incident** is defined as an **occurrence that is sudden, urgent, and usually unexpected**, or an **occasion requiring immediate action**. 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 to 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 is 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, blocking entry or exit points, 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 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 (Acknowledge/ Redirect):**

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

**5. Debrief:**

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

## Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive Practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [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](#)

## Conclusion

Proserpine State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

- 1. Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- 2. Internal review: contact the local Regional Office**  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority  
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

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