



# CENTENARY STATE HIGH SCHOOL



# Student Code of Conduct



## Principal’s Foreword

### **Introduction**

Centenary State High School’s vision of “Engaging Minds, Empowering Futures” informs our way of working on a daily basis. Our agreed moral purpose is “To foster positive relationships and a strong sense of belonging so that all learners flourish”. Belonging is essential to flourishing as individuals, as learners and as members of our school and wider community.

We are a Positive Education school. We believe that student behaviour is education based and that appropriate behaviour is taught and learned through daily interactions at school – via the Home Group (HG) Curriculum experienced weekly, through our teaching and understanding of the Non-Negotiables for Centenary State High School and actioned through our understanding of and building of our individual character strengths.

Centenary State High School has four core values:

### ***Respect***

Understanding that self, others and things are important and treating them accordingly.

### ***Belonging***

A feeling of being comfortable as part of a group.

### ***Growth***

The process of improving and having the ability to improve.

### ***Achievement***

Success according to social or own standards.

Our Student Code of Conduct outlines the school education, supports and strategies with respect to how we work, learn and play. It clearly articulates the roles and responsibilities of individuals within our school community.

Our Student Code of Conduct provides an overview of the school’s policies on the use of mobile telephones, wearable devices, technology, possession of items which are considered unsafe, removal of student property and addressing and supporting incidents of bullying. It details the consequences that may apply when students breach the expected standards of behaviour, including the use of School Disciplinary Absences (SDA).

## Learning and Behaviour Statement

Centenary State High School is a Positive Education school. Our Student Code of Conduct is underpinned by our moral purpose and the Positive Education activities that exist in all areas of the school and at all year levels of the school.

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment for each school.

Our expectations of student conduct are grounded in the primacy of facilitating a safe, supportive and inclusive learning environment where all students can flourish. We have an unrelenting focus on uninterrupted teaching and learning in the classroom and a harmonious and safe of out of class environment where the rights and responsibilities of all members of our school community are supported.

## Student Wellbeing and Support Network

Centenary State High School has an embedded Wellbeing Framework.

Wellbeing at Centenary State High School is underpinned by the principles of positive education which is supported by the evidence-based science of positive psychology. Positive Education is an approach that is shaped by the research from Positive Psychology and teaches our young people the skills they need to manage their mental health and wellbeing.

Our wellbeing vision is inspired by the Queensland Department of Education Student Learning and Wellbeing Framework as we strive to: “provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence”.

We believe wellbeing of the whole student is important and that higher levels of wellbeing tend to have better academic outcomes at school.

We want every individual to realise their own potential and be able to make a contribution to his or her community in school and beyond.

Student support is provided both within the curriculum as well as through our strong support service provision. This includes:

- Assemblies – whole school and year level – connection with Year Level Coordinator, HG Teachers and School Leaders
- Home Group (HG) meetings each morning – connection with HG teacher
- Positive Education lessons, provided once per week – connection with HG teacher
- Support of classroom teachers and Heads of Departments – curriculum connection
- Support of First Nations Teacher Aide
- Support from the Year Level Co-ordinators
- Support from the Head of Department Positive Education
- Support from Inclusive Learning Advocates
- Specialist support from the Year Level Deputy Principals
- Classroom teaching and curriculum – with a focus on the General Capabilities in the Australian Curriculum and the 21<sup>st</sup> Century skills in the Senior QCE Curriculum
- Specialist support through our Connections team with the provision of support by:
  - Guidance Officers
  - School Psychologist
  - School Chaplain (3 days/week)
  - School Based Youth Health Nurse Support (2 days/week)
  - Happiness Hound – Betty Centenary
- Opportunities for student connection, student voice and peer support are provided by the Centenary State High School Student Leaders’ Forum – Captains and Vice-Captains, Year Level Leaders, Arts Captains, House Captains, First Nations Captains, International Captains, STEM Captains, a Chess Captain, a Public Speaking and Debating Captain and the Year 10 Mentors.
- STYMIE supports the provision of an online anonymous reporting system to give a voice to members of the community who have a concern for the wellbeing and safety of a student.



STYMIE is used where a student feels they cannot raise the issue face-to-face with one of our existing supports. It gives a voice to bystanders who may not be able to speak up.

## Whole School Approach to Discipline

At Centenary State High School, we believe in a holistic approach to the support of positive student behaviour. This involves comprehensive behaviour and wellbeing support systems across the school for all students.

Through our comprehensive support systems we ensure that we incorporate explicit and differentiated teaching to meet the needs of individual students.

### ***We believe that all members of the Centenary SHS community will:***

- Be able to enjoy a safe and supportive environment, free from fear, harassment or bullying in any form
- Show respect for self, others and the environment
- Support practices which enable equality of opportunity and participation in all spheres of learning and working
- Follow practices which promote a positive attitude to health and safety
- Have rights and responsibilities as partners in education
- Follow practices which demonstrate respect for the laws and regulations of our society
- Be required to comply with all school-based policies and procedures with respect to discipline

### ***In line with the Australian Professional Standards for Teachers – Standard 4, our teachers:***

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- Ensure students' wellbeing and safety within the school by implementing the school curriculum, school policies and legislative requirements
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

We consider our parent community to be partners in education. We provide two scheduled opportunities to meet formally, face-to-face via our Parent Teacher Interviews. We encourage our parents to establish open lines of communications with the teachers and the school outside of these times – via email or phone. We encourage parents to ensure the ease of this communication by providing up to date contact details.

### **Consideration of Individual Circumstances**

Staff at Centenary 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.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone

will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the year level deputy principal or principal to discuss the matter.

### **Differentiated and Explicit Teaching**

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

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

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

Individual needs or circumstances of students are addressed through reasonable adjustments to teaching, curriculum and assessment. The implementation of reasonable adjustments applies to both curriculum and behaviour needs. Our teachers use the Essential Skills of Classroom Management (ESCM) to focus on productive learning environments on a daily basis.

#### ***These ESCMs are:***

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgement
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

***Where a behaviour strategy or consequence is required, teachers employ strategies which may include:***

- Parental contact in a positive approach – we are partners in learning and supporting behaviour is a shared approach.
- Issuing consequences for inappropriate behaviour – which may include detention, direction to buddy classes. More escalated behaviours are referred for consideration by Heads of Departments (curriculum-based issues) or Deputy Principal/Principal.
- Recording details of the concern and consequence through OneSchool record keeping
- Monitoring of student attendance and case management of attendance – aligned to supports from Year Level Coordinator, Deputy Principal

### **Focused Teaching**

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused 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, Deputy Principal Inclusion or the Connections Team work collaboratively with class teachers at Centenary State High School to provide focused teaching.

Centenary SHS has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school prepares, as required Student Growth Card (character strength focussed student led monitoring), Individual Support Plans, Individual Safety Plans, and Discipline Improvement Plans.

At the focussed stage, where a behaviour strategy or consequence is required, staff employ strategies which may include:

- Referrals to Heads of Departments, Connections Team, Deputy Principal Inclusion
- Intervention programs (internal or external) and external agency referrals
- Consideration of flexible learning arrangements
- School Disciplinary Absences

### **Intensive Teaching**

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

Some students may require intensive 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, function-based behaviour assessment and 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 a case manager at the school who will oversee the coordination of their support, communicate with stakeholders and directly consult with the student. This support includes, but is not limited to the following options:

- Developing an Individual Support Plan – articulating strengths, interests, approaches for positive results
- Communicating of agreed behaviour support strategies to all teachers to ensure continuity and consistency of expectation and response
- Engaging and working in a stakeholder approach – with parents, staff and external agencies
- Provision of ongoing student monitoring
- Regular contact with parents/carers via the Case Manager (Deputy Principal) to maximise opportunities for positive behaviours

At the intensive stage, where a behaviour strategy or consequence is required, staff employ strategies which may include:

- Intervention by Deputy Principal or Principal
- Referral to external agencies
- School Disciplinary Absences (including Long Suspensions 10-20 days, Recommendations for Exclusion, Exclusion)

### Centenary State High School Expectations Matrix

	ALL AREAS	CLASSROOM	GROUND/WALKWAYS	TOILETS	BUS LINES
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Be in the right place at the right time</li> <li>• Follow instructions immediately</li> <li>• Accept responsibility for your actions</li> <li>• Wear the correct uniform at all times</li> <li>• Bring your school diary every day</li> <li>• Bring all requirements to school for learning</li> <li>• Report behaviour concerns to a member of staff – HG teacher, Year Level Co-ordinator, Deputy Principal</li> <li>• Keep your hands, feet and objects to yourself</li> <li>• Ensure you speak appropriately to all people at all times</li> <li>• Bring only approved items to school</li> <li>• Use equipment appropriately and safely.</li> <li>• Ensure you follow</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Bring required equipment including your learning device</li> <li>• Bring your school diary to class</li> <li>• Arrive promptly ready to work</li> <li>• Keep work space tidy</li> <li>• Ask permission to leave the classroom</li> <li>• Focus on the teacher and learning</li> <li>• Follow directions immediately</li> <li>• Save work on laptops regularly</li> <li>• Keep hands, feet and other objects to self</li> <li>• Electronic devices and accessories to be used for their intended classroom purpose as directed by the teacher</li> <li>• Ensure you follow school policies and procedures for mobile devices</li> <li>• Follow all school policies</li> </ul>	<ul style="list-style-type: none"> <li>• Be responsible for your own litter</li> <li>• Move promptly and quietly at bells to arrive on time at class</li> <li>• Take the most direct route</li> <li>• Keep the central walkway clear</li> <li>• Play approved games including ball games on the oval</li> <li>• Return equipment to appropriate place when finished</li> <li>• Obey restrictions placed on games e.g., no tackling</li> <li>• No riding of scooters or bicycles in the grounds</li> <li>• Take care to cause no damage to school buildings, property or vegetation</li> <li>• Do not order food delivery services</li> <li>• Ensure you follow school policies and procedures for mobile devices and pouches</li> <li>• Follow all school policies</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilets during break times</li> <li>• Carry signed school diary if using the toilet in an emergency during class time</li> <li>• Wash hands thoroughly</li> <li>• Follow all school policies</li> <li>• Follow school processes by using student ID cards to access toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Leave school promptly via pedestrian gates</li> <li>• Follow teacher directions immediately</li> <li>• Have current Darra pass ready to show teachers and bus driver</li> <li>• Wait until all Darra pass students have boarded</li> <li>• Pay the fare/swipe Go Card</li> <li>• Move to the back of the bus</li> <li>• Behave responsibly on the bus</li> <li>• Ensure you follow school policies and procedures for mobile devices and pouches</li> <li>• Follow all school policies</li> </ul>

	<p>school policies and procedures for mobile devices</p> <ul style="list-style-type: none"> <li>Follow all school policies</li> </ul>				
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Follow teacher instructions</li> <li>Respect the rights of others to be free from bullying, sexual, religious and racial harassment</li> <li>Care for equipment</li> <li>Keep work space and grounds clean</li> <li>Use polite language</li> <li>Wait your turn</li> <li>Share only on-line content that is appropriate to a "work environment"</li> <li>Follow all school policies</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Use appropriate language</li> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> <li>Be honest</li> <li>Use laptops as and when instructed</li> <li>Close laptop during teacher/general discussion</li> <li>Follow all school policies</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – follow rules</li> <li>Follow teacher instructions</li> <li>Take turns</li> <li>Invite others to join in</li> <li>Keep lunch areas clean – bin your own litter</li> <li>Walk quietly and orderly so that others are not disturbed</li> <li>Keep to the left where possible in walkways</li> <li>Follow all school policies</li> </ul>	<ul style="list-style-type: none"> <li>Leave toilets neat and tidy</li> <li>Respect privacy of others</li> <li>Report any maintenance issues immediately to the admin office</li> <li>Show your signed diary when requested during class time.</li> <li>Follow all school policies</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep your belongings nearby</li> <li>Have your bus pass ready</li> <li>Talk to the bus driver and other passengers politely</li> <li>Follow directions immediately</li> <li>Ensure you follow school policies and procedures for mobile devices and pouches</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>Use technology appropriately</li> <li>Ensure you follow school policies and procedures for mobile devices and pouches</li> <li>Consume food and drink outside buildings</li> </ul>	<ul style="list-style-type: none"> <li>Line up before class and exit room in an orderly manner</li> <li>Wear personal protective equipment, including leather shoes where required</li> <li>Ensure you follow school policies and procedures for mobile devices and pouches</li> <li>Submit homework, assignments/assessments on time</li> <li>Complete all set tasks to the best of your ability</li> <li>Take an active, positive role in classroom activities</li> <li>Ask for assistance</li> <li>Carry student diary at all times</li> </ul>	<ul style="list-style-type: none"> <li>Participate only in school approved games</li> <li>Wear appropriate shoes and socks at all times – follow Student Dress Code</li> <li>Be sun safe – follow Student Dress Code</li> <li>Walk, do not run</li> <li>Keep passage ways clear at all times</li> <li>Be aware of others</li> <li>Wear a hat on the oval and court area</li> <li>Ensure you follow school policies and procedures for mobile devices and pouches</li> </ul>	<ul style="list-style-type: none"> <li>Report any unsafe behaviours to Admin office</li> <li>Ensure you follow school policies and procedures for mobile devices and pouches</li> </ul>	<ul style="list-style-type: none"> <li>Wait inside the gate until the bus stops</li> <li>Be aware of your bag and how it affects others when boarding</li> <li>Keep hands, feet and other objects to self</li> <li>Ensure you follow school policies and procedures for mobile devices and pouches</li> </ul>

## Legislative Delegations

### Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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, however the communication of these decisions can be made by the 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

In developing this Student Code of Conduct, Centenary State High School has categorised inappropriate student behaviour into two levels (minor and major) according to the gravity of the behaviour. This provides a clearly defined process to be undertaken by the most appropriate staff member and students experience suitable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The behaviour referral processes in the school were developed through consultation with the staff and stakeholder groups.

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

Minor problem behaviour is handled by staff members at the time it happens and if this behaviour persists, the student will be referred to the Head of Department. The staff member will work with the Head of Department to correct the student behaviour.

Major problem behaviour is referred directly to the school Administration team.

### Minor Behaviours

Minor behaviours are those that:

- Are minor breaches of the school rules
- Are minor disruptions to the teaching and learning in a classroom, impacting the ability of the teacher to teach and other students to learn
- Do not seriously harm others or cause concern that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration

**Minor** problem behaviours may result in the following consequences:

A minor consequence logically connected to the problem behaviour, such as:

- complete removal from an activity or event for a specified period of time,
- partial removal (time away),
- impacting Good Standing (at review junctures) for repeated minor behaviours,
- individual meeting with the student to address behaviours,
- apology and/or restitution,
- detention for work completion.

Minor behaviours involve a re-direction procedure. The staff member takes the student aside at an appropriate time and, employing the Essential Skills for Classroom Management (ESCM):

- Names the behaviour that the student is displaying
- Asks student to name expected school behaviour
- States and explains expected school behaviour if necessary
- Gives positive verbal acknowledgement for expected school behaviour

### **Major Behaviours**

Major behaviours are those that:

- Significantly violate the rights of others
- Show repeated disregard for school policies, property or routines
- Put others/self at risk of harm
- Require the involvement of school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then makes contact with Administration.

There may be occasions when one-off behaviour is of such a serious nature that a recommendation for cancellation of enrolment or immediate recommendation for exclusion may be made by the principal.

Such behaviour may include but will not be limited to:

- The possession, use or supply of prohibited and/or illegal substances and materials
- The possession, brandishing or use of a weapon/item used as a weapon
- The distribution or sale of items prohibited at school/illegal substances/weapons
- Violent or dangerous behaviour directed towards self and others
- Vilification on the basis of race, sex, religion, gender identity and/or sexual orientation
- The instigation of, and/or participation in potentially violent situations within the wider school community
- The deliberate use of digital media through the school network for downloading, distributing or viewing of inappropriate and unacceptable material for the school context

- The deliberate and malicious use of digital media for harassment, denigration, trickery, exclusion, cyber-stalking, cyber-bullying by proxy or other activities designed to breach a person’s privacy
- The use of personal devices and other electronic equipment to download, distribute or view inappropriate and unacceptable material for a school context
- The deliberate and malicious use of social media carriage services to engage in behaviours and actions that are inappropriate and unacceptable within the wider school community

It should be noted that the above breaches of the Student Code of Conduct need not happen during school hours as long as the student/s can be identified as a member of the Centenary State High School community and their conduct:

- Adversely affects, or is likely to adversely affect, students enrolled at the school, or;
- Brings the school’s name into disrepute

***OneSchool is used to record all unacceptable minor and major behaviours that require a consequence.***

The Behaviour Consequences Matrix gives an indication of the possible consequences issued for various types of behaviour infringements. Please note that this is not an exhaustive list of consequences, nor is it presented in a sequential manner. Consideration of individual needs is a feature when applying consequences.

### Behaviour Consequences Matrix

	Possible Behaviours (not an exhaustive list of behaviours but may include)	Possible Consequences (not an exhaustive list, or progression of consequences but possible consequences may include)
Unacceptable Minor Behaviour Teacher Managed (class or PGD) May include One School note minor behaviour entry	<ul style="list-style-type: none"> <li>• Late to class</li> <li>• Failure to follow an instruction</li> <li>• Failure to follow Student Dress Code procedures</li> <li>• Failure to bring equipment</li> <li>• Failure to bring BYOD laptop that is; fully working, charged and connected to the school network</li> <li>• Failure to engage in the learning program e.g., homework, class work, assignments</li> <li>• Academic misconduct – draft stage</li> <li>• Disrupting other students</li> <li>• Inappropriate/offensive language</li> <li>• Minor graffiti and littering</li> <li>• Incorrect use of equipment/facilities</li> <li>• Technological misconduct – games, emails, messaging</li> <li>• Presence in out of bounds areas</li> <li>• Unsafe behaviour – e.g., running on concrete, throwing items</li> <li>• Failure to follow the school’s Uniform, Mobile Phone and Wearable Device policy (initial infringement)</li> <li>• Inappropriate contact e.g., holding hands, hugging</li> <li>• Inappropriate use of the CSHS internet or school network</li> <li>• Other low level unacceptable behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher employs ESCMs</li> <li>• Teacher speaks to student about the behaviour</li> <li>• Warning, rule reminder</li> <li>• Recapture of lost learning time (late to class)</li> <li>• Seating change</li> <li>• Detention (HOD determined) to complete draft</li> <li>• Academic misconduct – draft stage – referral to HOD</li> <li>• Withdrawal from playground during break times</li> <li>• Teacher contacts parents/carers for support</li> <li>• Teacher arranges lunch time detention</li> <li>• Teacher issues Student Dress Code detention</li> <li>• Games/emails/messaging directed to HOD eLearning</li> <li>• Student mobile phone/wearable devices are handed in to the school office</li> <li>• Buddy class referral as per school processes</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Unacceptable Minor Behaviour Head of Department managed</b> <i>Must include One School note – minor behaviour entry</i></p>	<ul style="list-style-type: none"> <li>• Repeatedly late to class</li> <li>• Repeated refusal to follow teacher requests</li> <li>• Repeated failure to engage in the learning program e.g., not doing homework, class work or assessment</li> <li>• Non-submission of assessment tasks</li> <li>• Repeated failure to bring learning equipment</li> <li>• Ongoing/persistent failure to bring BYOD laptop or other approved device</li> <li>• Repeatedly leaving class without permission</li> <li>• Repeated disrespect towards teachers</li> <li>• Persistent disruption of the learning environment</li> <li>• Repeated non-compliance of school rules</li> <li>• Academic misconduct (non/late submission of final)</li> <li>• Ongoing/persistent misuse of school internet or school network</li> <li>• Theft (faculty impact)</li> <li>• Misuse of toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers informed of the inappropriate behaviour and the consequences</li> <li>• Referral to Head of Department (HOD)</li> <li>• Lunchtime detention following parent contact</li> <li>• Buddy class referral by HOD</li> <li>• Loss of IT privileges for inappropriate use of internet/device during class, referral to subject HOD (class) HOD eLearn (breaks)</li> <li>• Meeting with parents/carers, student, HOD and/or Deputy Principal if warranted</li> <li>• Detention (HOD determined) to complete assessment (Year 11/12 referral to DP after HOD)</li> <li>• Referral to Connections staff e.g., Guidance Officer, School Nurse, Chaplain – for support, not disciplinary consequence</li> <li>• HOD to notify Deputy Principal if situation deemed serious or if outside intervention might be required in the future</li> <li>• For ongoing failure to bring learning equipment – HOD Detention Room</li> <li>• For failure to attend Student Dress Code detention – Friday after school detention</li> <li>• For repeated failure to follow Student Dress Code procedures and processes for intervention – consideration of SDA for refusal to follow directions by Administration.</li> <li>• Loss of Good Standing as per school policy</li> <li>• Restorative Practices – supported by HOD</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Unacceptable Minor Behaviour Head of Department managed</b> <i>Must include One School note – minor behaviour entry</i></p>	<ul style="list-style-type: none"> <li>• Ongoing or persistent non-compliance/disobedience/misconduct in classroom or school</li> <li>• Verbal abuse/denigration/physical abuse directed at staff or students</li> <li>• Repeated refusal to follow Mobile Phone and Wearable Device Policy</li> <li>• Occupational violence directed at staff</li> <li>• Violence/fighting/inciting violence/physical aggression</li> <li>• Throwing items with intent to harm</li> <li>• Inappropriate sexual behaviour and sexual harassment</li> <li>• Bullying in any form including: verbal, physical, electronic, mobile, SMS and cyber bullying</li> <li>• Denigration of students/staff using electronic devices or media</li> <li>• Truancy/leaving school grounds without permission</li> <li>• Truancy from class – e.g. onsite in toilets, on grounds</li> <li>• Bringing outsiders into school</li> <li>• Major theft/repeated theft</li> <li>• Direct/indirect discrimination on basis on religion, ethnicity, age, sexual orientation, gender identity</li> <li>• Wilful property damage/vandalism/graffiti</li> <li>• Weapons possession/brandishing/use e.g. knives or any items considered a weapon</li> <li>• Possession and/or use of alcohol, tobacco products and/or smoking utensils including e-cigarettes and vapes</li> <li>• Distribution, supply and/or sale of alcohol, tobacco products and/or smoking utensils including e-cigarettes and vapes</li> <li>• Possession, distribution or sale of prohibited substances or illicit substances/drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration with parent notification</li> <li>• After school detention (following parent contact)</li> <li>• Removal of privileges – Loss of Good Standing as per school policy</li> <li>• Supportive program – Vaping and e-cigarettes use (1<sup>st</sup> offence), after school detention (2<sup>nd</sup> offence), SDA ongoing</li> <li>• Supportive program – eSafety</li> <li>• Playground withdrawal/extended playground withdrawal</li> <li>• Supervised withdrawal from classes</li> <li>• Meeting with parents/carers, student, YLC, GO and Deputy Principal/Principal</li> <li>• Referral to Deputy Principal for a Growth Card (supportive)</li> <li>• Behaviour Support Plan (developed with GO and family)</li> <li>• Safety Support Plan (developed with GO and family)</li> <li>• Discipline Improvement Plan</li> <li>• SDA – short suspension 1-10 days</li> <li>• SDA – long suspension 11-20 days</li> <li>• SDA – 20-day suspension with recommendation for exclusion</li> <li>• Proposal to Exclude</li> <li>• Cancellation of enrolment</li> <li>• Referral to outside agencies (e.g. QPS)</li> </ul>

	<ul style="list-style-type: none"><li>• Being under the influence of prohibited substances or illicit substances/drugs</li><li>• Bystander behaviour – being in the presence of students participating in illegal conduct/drug use</li><li>• Bystander behaviour – recording/filming/distributing students participating in illegal/illicit/violent/confronting behaviour</li><li>• Bystander behaviour – inciting violence by actions – verbal or non-verbal</li><li>• Bringing the school into disrepute – including conduct in public places e.g. Mount Ommaney, IGA etc.</li><li>• Persistent non-submission of assessment tasks</li><li>• Major academic misconduct – e.g. plagiarism/cheating/submission of an AI response for assessment</li><li>• Serious misuse of school internet or school network</li><li>• Adversely impacting the good order and management of the school/threatening the safety of others – e.g. bomb hoax</li><li>• Inviting outsiders into school</li></ul> <p><i>*Drugs may include prescription drugs, alcohol, inhalants, prohibited substances and any substance purported to be a drug.</i></p>	
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## School Disciplinary Absences

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

Parents/carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the principal.

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

### Re-entry following suspension

Students who are suspended from Centenary SHS may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing via the suspension letters. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate (Deputy Principal) attending with the student and their parents and carers.

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

### Structure

The structure of the re-meeting should follow a set agenda, 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 parent/s at a later date and time. This meeting should be narrowly focussed 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
- Offer information about supports available (e.g., guidance officer support, Growth Card, daily check-ins)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to 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 or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Centenary 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
- Mobile telephone and wearable device policy – Away for the Day
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g., guns, knives\*, throwing stars, brass knuckles, chains, items intended to be used as weapons)
- mobile telephones\*\* and wearable devices used/seen on school property
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs\*\*\* (including tobacco, e-cigarettes, vapes)
- alcohol
- energy drinks
- aerosol deodorants or cans (including spray paint)
- explosives (e.g., fireworks, flares, sparklers)
- flammable solids or liquids (e.g., fire starters, mothballs, lighters)
- poisons (e.g., weed killer, insecticides)
- inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda).

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

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

*\*\*Mobile telephones and wearable devices, in accordance with Government policy must be “Away for the Day” as per the Centenary SHS Mobile Phone and Wearable Device Policy. Mobile telephones must be stored in accordance with school policy, from first bell at 8:50am to the last bell at 3:00pm.*

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

## **Responsibilities**

### **School staff at Centenary State High School:**

- do not require the student’s consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student’s bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g., to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g., pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student’s parents should be called to make such a determination.

### **Parents/carers of students at Centenary State High School:**

- ensure your student 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 Centenary SHS 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 Centenary 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 Centenary SHS 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 their property as soon as possible when advised by the principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Centenary SHS operates a BYOD (Bring Your Own Device) program to facilitate ICT use in classroom learning. Parents and students are required to sign the appropriate ICT agreements regarding the responsible use of these devices and school ICT infrastructure. Permissions for access to websites and online learning platforms utilised at school are also required. The school provides advice regarding the type of suitable device and the minimum specifications of this device to maximise functionality across the school network.

It is the responsibility of each student to ensure that they arrive at school with a device that is fully charged and ready for use in classroom learning. The school has capacity to provide a limited number of short-term loans when a student's BYOD is temporarily unable to be used e.g. while under repair. Families who are experiencing short term difficulty regarding a BYOD are encouraged to contact the school to speak to appropriate staff.

Centenary SHS is a mobile telephone and wearable device free school. From the beginning of Term 1, 2024 all Queensland state school students must keep their mobile phones switched off and "away for the day" during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. All headphones required for learning at school are those suitable for wired connection to a school approved BYOD learning device.

The intent of the policy is to establish and maintain an interruption-free focus on educational achievement, and a healthy approach to student wellbeing and engagement by:

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

This policy applies to mobile phones and hand-held or wearable electronic devices. This includes Bluetooth devices, AirPods/headphones, smart watches, personal gaming stations, and hand-held devices that do not meet the requirements of the school approved BYOD learning equipment.

The Centenary SHS Mobile Phone and Wearable Device Policy can be found on the school website at [www.centenaryshs.eq.edu.au](http://www.centenaryshs.eq.edu.au).

As part of our commitment to wellbeing curriculum and to provide avenues for digital literacies, the school provides opportunities for students to become involved in eSports, Girls Gaming, Virtual Reality during break times and after school. Students who wish to engage in these extracurricular activities are encouraged to speak to the IT staff in the school Resource Centre.

## Preventing and responding to bullying

Centenary State High School is a Positive Education school and references the Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Centenary State High School has a Student Leaders' Forum, with diverse representatives from each year level meeting regularly with the school team to promote strategies to improve student wellbeing, safety and learning outcomes. Centenary State High School is committed to providing a safe supportive and inclusive environment. We do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices

### Bullying

The agreed national definition for Australian schools describes bullying as:

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

### ***Behaviours that do not constitute bullying include:***

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

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

The following flowchart explains the actions Centenary State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

### Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – HG Teacher (initial), Year Level Coordinator (initial/ongoing), Connections Team (support) or Deputy Principal (ongoing)

Confidential/Bystander concerns – STYMIE (online reporting system), [www.stymie.com.au](http://www.stymie.com.au)

<b>First Hour – Listen</b>	<ul style="list-style-type: none"> <li>• Provide a safe, quiet space to talk</li> <li>• Reassure the student that you will listen to them</li> <li>• Let them share their experience and feelings without interruption</li> <li>• If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours</li> </ul>
<b>Day One – Document</b>	<ul style="list-style-type: none"> <li>• Ask the student for examples they have of the alleged bullying (e.g., hand written notes or screenshots)</li> <li>• Write a record of your communication with the student</li> <li>• Check back with the student to ensure you have the facts correct</li> <li>• Enter the record in OneSchool</li> <li>• Notify parent/s that the issue of concern is being investigated</li> </ul>
<b>Day Two – Collect</b>	<ul style="list-style-type: none"> <li>• Gather additional information from other students, staff or family</li> <li>• Review any previous reports or records for students involved</li> <li>• Make sure you can answer who, what, where, when and how</li> <li>• Clarify information with student and check on their wellbeing</li> </ul>
<b>Day Three – Discuss</b>	<ul style="list-style-type: none"> <li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is an issue</li> <li>• Make a time to meet with the student to discuss next steps</li> <li>• Ask the student what they believe will help address the situation</li> <li>• Provide the student and parent with information about student support network</li> <li>• Agree to a plan of action and timeline for the student, parent and yourself</li> </ul>
<b>Day Four – Implement</b>	<ul style="list-style-type: none"> <li>• Document the plan of action in OneSchool</li> <li>• Complete all actions agreed with student and parent within agreed timeframes</li> <li>• Monitor the student and check in regularly on their wellbeing</li> <li>• Seek assistance from student support network if needed</li> </ul>
<b>Day Five – Review</b>	<ul style="list-style-type: none"> <li>• Meet with the student to review situation</li> <li>• Discuss what has changed, improved or worsened</li> <li>• Explore other options for strengthening student wellbeing or safety</li> </ul>

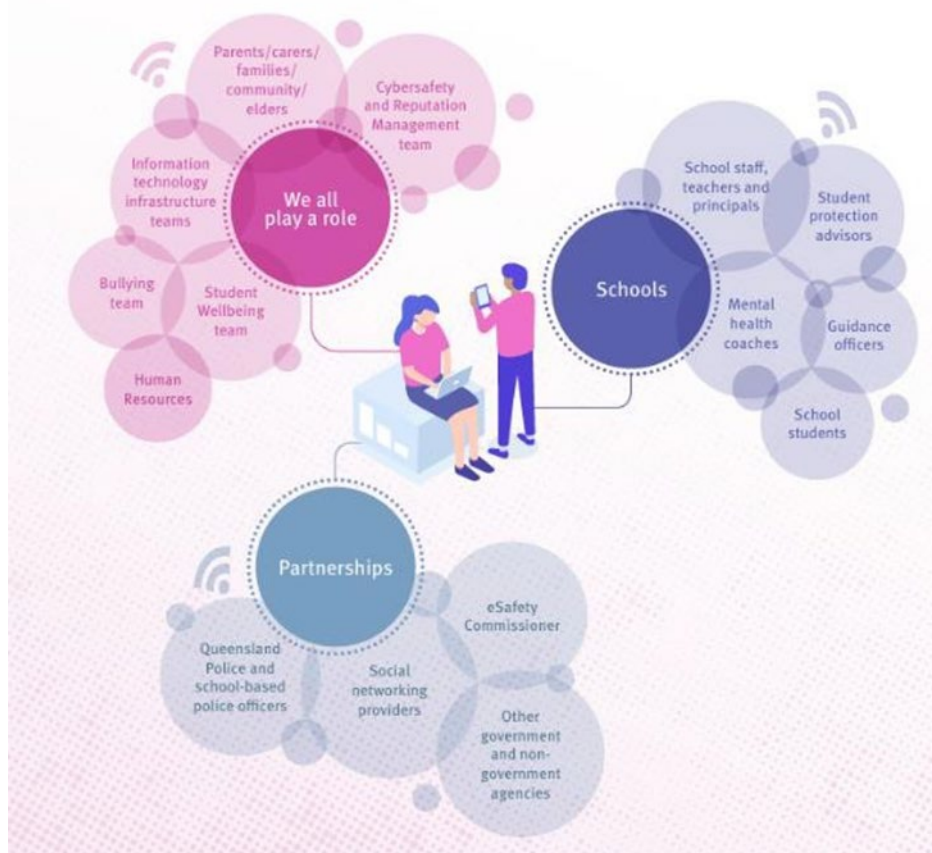
	<ul style="list-style-type: none"> <li>• Report back to parent</li> <li>• Record outcomes in OneSchool</li> </ul>
<b>Ongoing Follow-Up</b>	<ul style="list-style-type: none"> <li>• Continue to check in with student on regular basis until concerns have been mitigated</li> <li>• Record notes of follow-up meetings in OneSchool</li> <li>• Refer matter to specialist staff within 48 hours if problems escalate</li> <li>• Look for opportunities to improve school wellbeing for all students</li> </ul>

## Appropriate use of social media

Centenary State High School acknowledges the growing popularity of social media as a communication tool among our young people. We also acknowledge the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. Our Mobile Phone and Wearable Device Policy clearly articulates our processes to support “Away for the Day” – accessing devices at school.

This section of the Student Code of Conduct details how the school will respond in circumstances when student behaviour regarding social media and online interactions and actions is inappropriate/illegal.

We consider that everyone has a role to play in keeping our young people safe online.



Centenary State High School embraces 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 and out of school hours, 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.

Centenary State High School is committed to promoting the responsible and positive use of social media sites and apps. No student of our school will face disciplinary action for simply having a social media account.

As detailed in our Student Code of Conduct, it is unacceptable for students to bully, harass or victimise another person whether within our school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Centenary SHS – whether those behaviours occur during or outside school hours.

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

### **Role of social media**

The majority of young people use social media sites and apps on a daily basis. 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, others and the school for years to come.

### **Appropriate use of social media**

Students of Centenary State High School who engage with social media are expected to do so appropriately. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking 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, and seek support from an adult.

### **Responses to social media/online incidents**

- If inappropriate online behaviour directly negatively impacts on the good order and management of Centenary 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 will make a report to the police for further investigation.
- Centenary State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively 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. Such an incident will be a matter for parents and/or police to resolve.
- Laws and consequences of inappropriate online behaviour and cyberbullying may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions prohibiting types of online behaviour.
- The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services.

Potential relevant criminal offences are:

- using a carriage service to make a threat to kill or to cause serious harm to another person
- using a carriage service to menace, harass or cause offence to another person
- using a carriage service for child pornography material or child abuse material
- using a carriage service to promote methods for suicide or counsel another to commit suicide.
- The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
  - unlawful stalking
  - computer hacking and misuse
  - possession, distribution and making child exploitation material
  - fraud - obtaining or dealing with identification information
  - criminal defamation.

There are significant penalties for these offences.

Centenary State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Centenary State High School expects its students to engage in positive online behaviours.

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

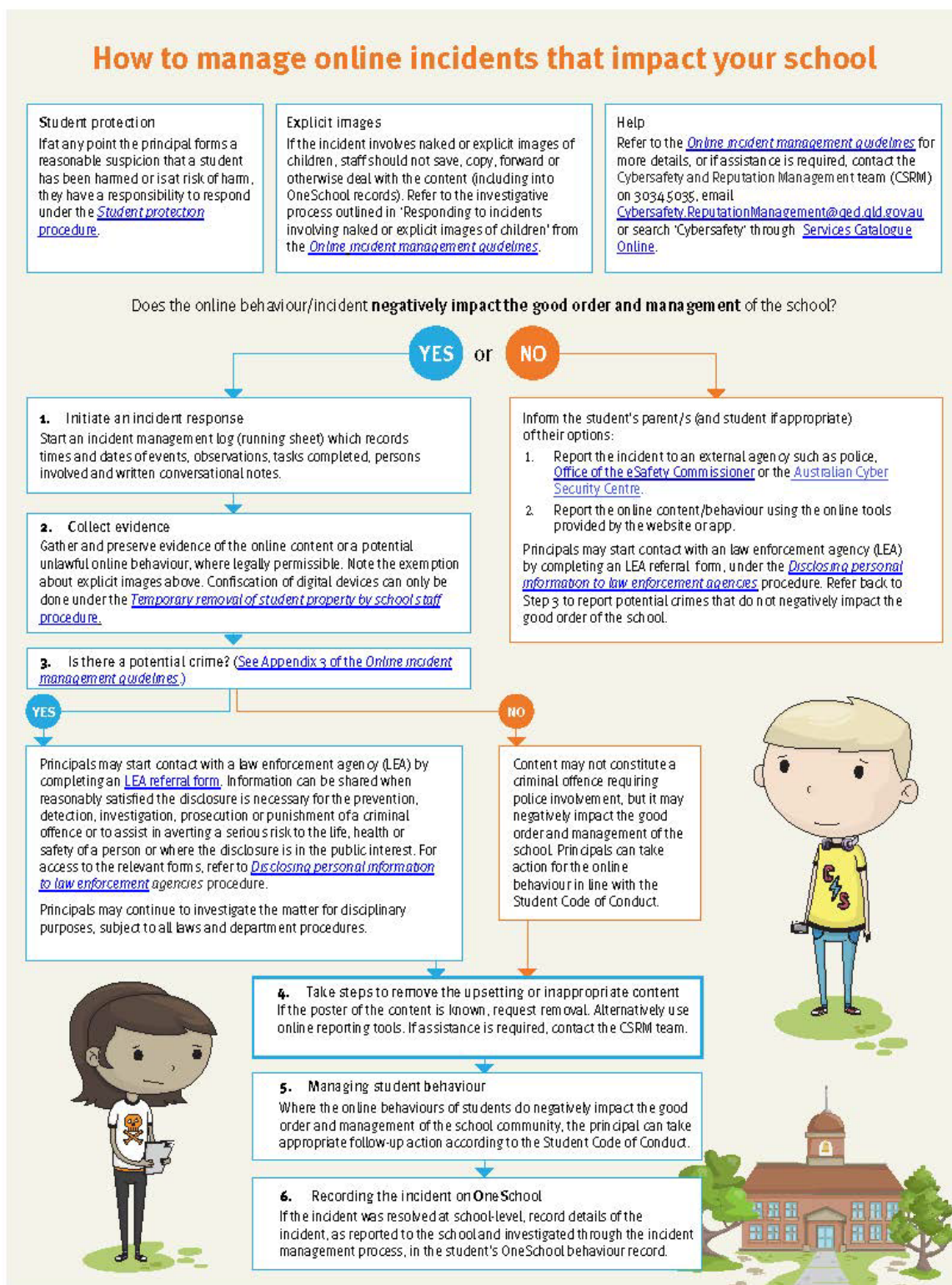
A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of ‘using a carriage service to menace, harass or cause offence’ (Criminal Code Act 1995 (Cwth) s. 474.17). School staff may contact 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).

### **Some useful links for parents and students:**

- The eSafety Commissioner website has information about how parents/community members can support the reporting of online Cyberbullying involving image-based abuse, adult cyber abuse, cyberbullying (under 18 years) and illegal or restricted content. The process and links to [report abuse](#) can be found at this link: [eSafety Commissioner](#)
- The Queensland Police Force has a Child Protection site with many links to advice regarding online safety for parents – including information about “who is chatting to your kids?”, “ThinkUKnow”, “Children and the internet”. These resources can be found by following this [link](#).
- Youth Law Australia is an organisation that provides confidential, free legal information and help for young people under 25. A link for secondary school students about what they can do if they are being cyberbullied can be found via by clicking [here](#).

### Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school:



## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students or others. 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 (e.g., in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try to punish or discipline the student; it is a crisis management period only.

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying 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.