



# Pacific Pines State High School

## Student Code of Conduct 2024 - 2026

*Equity and Excellence: realising the potential of every student*

*Equity and Excellence is the Department of Education's vision of a progressive, high performing education system that realises the potential of every student.*

*Queensland Department of Education  
State Schools Strategy 2024-2026*



**PACIFIC PINES STATE HIGH**  
INSPIRING EXCELLENCE TO EMPOWER SUCCESS

## Purpose

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

The Pacific Pines State High School Code of Conduct clearly defines the responsibilities, policies and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students can experience success and staff enjoy a safe workplace.

## Contact Information

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## Endorsement

Principal Name: Mark Peggrem

Principal Signature:



Date: 18 January 2024

P/C President and-or School  
Council Chair Name:

P/C President and-or School  
Council Chair Signature:

Date:

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### Introduction

At Pacific Pines State High School, we believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Pacific Pines State High School has four core values – Be Safe, Be Responsible, Be Respectful, Be a Learner.

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.

Pacific Pines 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.

The Student Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

**Mark Peggrem**  
**Principal**

### Student Wellbeing and Support Network

Pacific Pines State High School is proud to have a strong Student Support and Wellbeing team in place to help the social, emotional and physical wellbeing of every student in addition to the assistance provided by class teachers. This team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Our Wellbeing Team also work alongside a range of external organisations that are able to meet with students at school to support them with their Mental Health and Wellbeing. These organisations include Wesley Mission, Noffs Foundation Street University, ACCORAS and Multicultural Families Organisation.

Pacific Pines State High School has a designated area called "The Youth Hub" for students who require wellbeing support and a range of support provisions are implemented to support students including providing students with a range of strategies, link to services or providing a safe and supportive environment through the use of a Youth Hub support card for chill out.

For parents and carers who would like to make contact with our Wellbeing Team, please ring our Administration Office on 07 5502 5111 and they can best direct your call to the appropriate contact.

Role	What they do
Head of Department – Student Engagement & Success x 3 (Junior Phase, Senior Prep Phase & Senior Phase)	<ul style="list-style-type: none"> <li>monitors student academic progress, attendance and engagement data, and arranges intervention for students</li> <li>liaise with Wellbeing team</li> </ul>
Year Level Dean x 6	<ul style="list-style-type: none"> <li>provide social and emotional support for students in their phase</li> <li>provides continuity of contact for students and their families</li> <li>ensures students feel safe and comfortable and want to come to school</li> <li>nurtures a sense of belonging to the year level and school</li> </ul>
Guidance Officer x 3	<ul style="list-style-type: none"> <li>mental health concerns, student protection, students in Out Of Home Care, complex case management, refer and liaise with external service providers</li> <li>liaises with parents, school staff, and Wellbeing team as needed as part</li> </ul>
School Psychologist	<ul style="list-style-type: none"> <li>Students and parents can speak to their Student Support Officer or Guidance Officer about a referral to the school psychologist.</li> </ul>
Youth Support Coordinators x 3	<ul style="list-style-type: none"> <li>wellbeing and engagement support to the whole school.</li> </ul>
School Based Youth Health Nurse x2	<ul style="list-style-type: none"> <li>preventative focus including early identification, brief intervention and harm minimisation activities.</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>provides emotional, social, spiritual and physical support. This is available to everyone in the school community regardless of their religious beliefs.</li> </ul>
Community Education Counsellor	<ul style="list-style-type: none"> <li>supports First Nations students with educational achievement and monitors individual performance plans.</li> </ul>
Students in Care Staff	<ul style="list-style-type: none"> <li>on-site support for students in care</li> </ul>

## Whole School Approach to Discipline

Pacific Pines State High School uses Positive Behaviour for Learning (PBL) as the 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.

PBL is an evidence-based framework used to:

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

At Pacific Pines State High School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the relevant phase Head of Student Engagement & Success.

### PBL Expectations

Our staff are committed to delivering a high-quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students: being Respectful, Responsible, Safe and a Learner.

### Students

Below are examples of what these PBL 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 Pacific Pines State High School.

Be Respectful	Be Responsible
<ul style="list-style-type: none"><li>• Listen attentively when your teacher or another student is speaking.</li><li>• Put your hand up when sharing your ideas with the class.</li><li>• Respect other students and their property, as well as school property and facilities.</li></ul>	<ul style="list-style-type: none"><li>• Be prepared for class with all of your necessary resources and books.</li><li>• Be punctual to lessons and attend all designated lessons.</li><li>• Use personal technology devices and mobile phones appropriately and as advised by your teacher.</li></ul>

<ul style="list-style-type: none"> <li>Be polite and use appropriate and respectful language at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Be honest, show integrity and take responsibility for your actions.</li> </ul>
<b>Be Safe</b>	<b>Be a Learner</b>
<ul style="list-style-type: none"> <li>Follow teacher's reasonable instructions.</li> <li>Play in correct areas and use equipment safely and appropriately.</li> <li>Keep hands and feet to yourself and away from others and their belongings.</li> <li>Wear a hat when outdoors and in the sun.</li> <li>Wear the correct footwear.</li> </ul>	<ul style="list-style-type: none"> <li>Complete all assigned tasks to the best of your ability and use time effectively as every lesson counts.</li> <li>Always have a positive attitude towards learning and ask for help if required.</li> <li>Work well independently and with others.</li> <li>Actively engage in your practical classes.</li> </ul>

#### Parents and staff

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

<b>Be Respectful</b>	<b>Be Responsible</b>
<b><i>What we expect of you</i></b>	<b><i>What we expect of you</i></b>
<ul style="list-style-type: none"> <li>You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.</li> <li>You are respectful in your conversations at home about school staff.</li> <li>You leave and collect your child from the designated area at school.</li> </ul>	<ul style="list-style-type: none"> <li>You respect the obligation of staff to maintain student and family privacy.</li> <li>You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.</li> <li>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</li> </ul>
<b><i>What you can expect from us</i></b>	<b><i>What you can expect from us</i></b>
<ul style="list-style-type: none"> <li>We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</li> <li>We will ensure positive behaviour is role modelled for all students.</li> <li>We will give clear guidance about a designated area for parents to leave and collect students.</li> </ul>	<ul style="list-style-type: none"> <li>We will maintain confidentiality about information relating to your child and family.</li> <li>We will create a safe, supportive and inclusive environment for every student.</li> <li>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</li> </ul>
<b>Be Safe</b>	<b>Be a Learner</b>
<b><i>What we expect of you</i></b>	<b><i>What we expect of you</i></b>
<ul style="list-style-type: none"> <li>As parents and carers of students of this school, you encourage safe and sensible conduct from your child or children.</li> </ul>	<ul style="list-style-type: none"> <li>You support your child to meet the learning and behavioural expectations of the school.</li> <li>You support your child to take responsibility for their own learning and encourage them to</li> </ul>

<ul style="list-style-type: none"> <li>• A willingness to value all persons in the school community, treating them fairly and respectfully.</li> <li>• Open and respectful communication with the school regarding concerns for student wellbeing.</li> </ul>	<p>seek purpose in what it is they are learning about.</p> <ul style="list-style-type: none"> <li>• You communicate respectfully with the classroom teacher, Head of Department or Principal about any learning concerns you have with your child.</li> </ul>
<b><i>What you can expect from us</i></b>	<b><i>What you can expect from us</i></b>
<ul style="list-style-type: none"> <li>• The provision of a safe and supportive school environment where all students have the opportunity to be successful.</li> <li>• Staff modelling safe, supportive and respectful behaviour to students and parents.</li> <li>• A willingness to work with parents and students to build a strong and successful Pacific Pines community</li> </ul>	<ul style="list-style-type: none"> <li>• The belief that it is important to teach students how to learn by providing a variety of opportunities in a positive learning environment.</li> <li>• Engaging lessons and learning experiences that relate to real world issues and concepts.</li> <li>• We will work with every family to quickly address any complaints or concerns about behaviour of staff, students or other</li> <li>• parents.</li> </ul>

## Consideration of Individual Circumstances

The student's individual circumstances will be taken into consideration when consequences for inappropriate actions/behaviour are applied. This includes but is not limited to a student's honesty and co-operation during the investigation, behaviour history, disability, diverse needs, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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. 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.

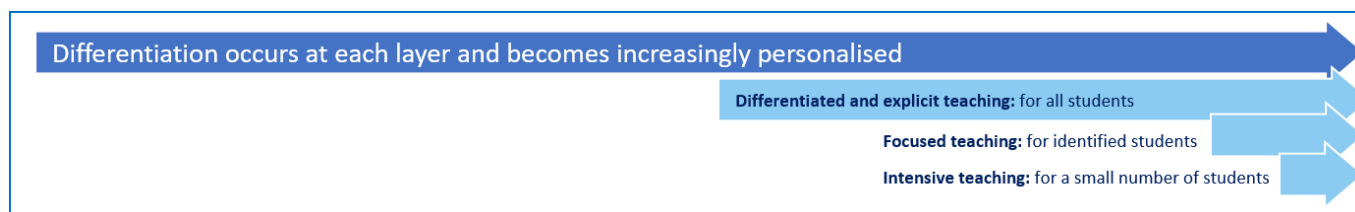
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's 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. Any questions or concerns can be addressed with the Principal by making an appointment.

## Differentiated and Explicit Teaching

Pacific Pines State High School is a disciplined school environment providing differentiated teaching to respond to all students' learning needs. 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 Pacific Pines State High School vary how they teach their classes 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 of differentiation. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.



Every classroom in our school uses the PBL Expectations Matrix, illustrated on the following page, 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.

## PBL Behaviour Expectations Matrix

SETTING	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE A LEARNER
<b>Classroom examples</b>	<ul style="list-style-type: none"> <li>• Use the classroom equipment and furniture with care</li> <li>• Treat everyone fairly so people feel safe to participate and have a go</li> <li>• Follow teacher's reasonable instructions</li> <li>• Wait sensibly in two lines outside your classroom</li> <li>• Ask for the teacher's permission if you need to leave the classroom and carry a note with you to explain why you are out of class</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the right of the teachers to teach and students to learn without disruption</li> <li>• Listen attentively when your teacher or another student is speaking</li> <li>• Put your hand up when sharing your ideas with the class</li> <li>• Value contributions of other students and acknowledge their successes</li> <li>• Allow all students to achieve their best</li> <li>• Understand that students have different learning abilities</li> <li>• Value people's personal space, equipment and belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared for class with all of your necessary resources and books</li> <li>• Be punctual to lessons and attend all designated lessons</li> <li>• Be in the right place at the right time</li> <li>• Line up quietly outside the classroom with your materials and resources required for class</li> <li>• Enter the classroom and stand behind the chair and wait for the teacher's instructions</li> <li>• Look for opportunities to help others</li> <li>• Use the recycling bins in the classroom appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all assigned tasks to the best of your ability and use time effectively as every lesson counts</li> <li>• Work well independently and with others</li> <li>• Always have a positive attitude towards learning and ask for help if required</li> <li>• Ask questions and share answers to further your learning</li> <li>• Record dates for assessments in your diary</li> <li>• If extensions are required, see the relevant Head of Department prior to the due date</li> </ul>
<b>Personal technology devices and specialised classes examples</b>	<ul style="list-style-type: none"> <li>• Use equipment appropriately and for its intended use</li> <li>• Follow safety instructions at all times</li> <li>• Leave food and drink in your bag in Science and Computer labs</li> <li>• Wear personal protective equipment when required</li> </ul>	<ul style="list-style-type: none"> <li>• Treat class equipment with care</li> <li>• Ask for help if you are unsure how to use equipment</li> <li>• Report damaged equipment to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Use personal technology devices and mobile phones appropriately as advised by your teacher</li> <li>• Bring your school materials and laptop charged every day</li> <li>• Show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Turn off and put away all music devices and mobile phones</li> <li>• Have appropriate equipment and/or attire organised for theory and practical classes</li> <li>• Actively engage in your practical classes</li> <li>• Be attentive during instructions</li> </ul>
<b>Playground examples</b>	<ul style="list-style-type: none"> <li>• Play in correct areas and use equipment safely and appropriately</li> <li>• Walk calmly and keep to the left on walkways, stairwells and around the buildings</li> <li>• Look where you are walking so you are aware of others around you</li> <li>• Keep hands and feet to yourself and away from others and their belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Respect other students and their property as well as school property and facilities</li> <li>• Be kind to others</li> <li>• Wait your turn</li> <li>• Speak politely to communicate your request to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Play school approved games</li> <li>• Always place your rubbish in the correct bins; use rubbish bins with the red lid for general waste and the rubbish bin with the yellow lid for recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Be involved in lifelong learning activities outside the classroom</li> <li>• Use your break times to go the bathroom and get a drink</li> </ul>
<b>Uniform examples</b>	<ul style="list-style-type: none"> <li>• Wear a hat in the sun</li> <li>• Wear the correct footwear</li> </ul>	<ul style="list-style-type: none"> <li>• Wear the correct school uniform with pride at school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Represent the school with pride whilst wearing the school uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Be a good role model to other students</li> </ul>
<b>Other examples</b>	<ul style="list-style-type: none"> <li>• Walk your bike/scooter in school grounds and store your bike/scooter in the bike cage during school hours</li> <li>• Use footpaths and crossroads in the community appropriately</li> <li>• Pay attention to other students, members of the public, vehicles and your surroundings whilst in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others the way you would like to be treated</li> <li>• Be polite and use appropriate and respectful language at all times (written / verbal)</li> <li>• Be respectful and courteous in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school rules and make the right behaviour choices</li> <li>• Be honest, show integrity and take responsibility for your actions</li> <li>• Be a positive, responsible and productive member of the community</li> <li>• Abide by the law and road rules in school grounds and in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Get a good night of sleep</li> <li>• Have a healthy breakfast and bring lunch to school</li> <li>• Ensure you complete homework tasks</li> <li>• Be a lifelong learner and understand that school is preparing you for 'real life' experiences</li> </ul>

## 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, such as our Response To Intervention (RTI) teacher aides, co-teaching teams and Access Advocates work collaboratively with class teachers at Pacific Pines State High School to provide focused teaching. Focused teaching is aligned to the PBL 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.

Pacific Pines State High School has a range of student support network staff such as our Deans, Engagement & Success Heads of Department, Youth Support Co-ordinators, Industry Liaison Officers, Guidance Officers, psychologist, chaplain, School-Based Youth Health Nurse and regional attendance officers. These members of our school community are in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Engagement and Success Support Programs (ESSP)
- BOOST program
- Power Up program
- RTI Academic Support
- Assessment Support Room (ASR)
- Case Management system for those identified by data as requiring extra support (including check in/check out mentoring)
- Positive Focus Card
- Individual Curriculum Plans (ICPs)
- Individual Support Plans (ISPs)
- Booyah program (run by the Queensland Police Force)
- Access Advocacy social skills targeted lesson
- Discipline Improvement Plan process

For more information about these programs, please speak with the relevant phaseHead of Department for Student Engagement & Success.

## 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, 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.

The school invests in the following evidence-informed programs to address specific skill development for these students:

- Response to Intervention (RTI)
- Aspire classes
- Intervention classes
- Focussed Classes
- Engagement and Success Support Programs
- Senior Focus program

## Legislative Delegations

### Legislation

Links to the relevant legislation that inform the overall Student discipline procedure contained in the PPSHS Student Code of Conduct are listed below:

- [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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health 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.

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 Pacific Pines State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

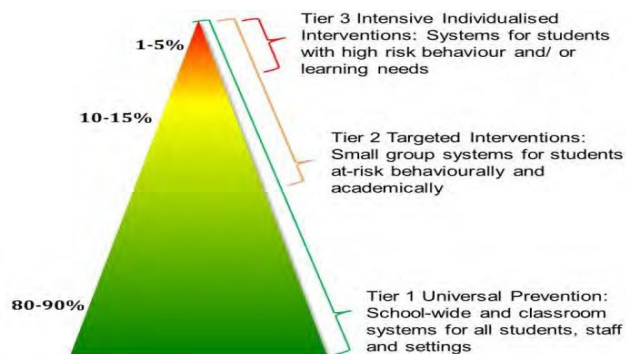
The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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 focussed teaching, in-class corrective feedback, sanctions and rule reminders, 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.

The PBL Triangle showing the 3 tiers



### ***Tier 1: Universal Prevention and Behaviour Supports***

Universal prevention is the most important aspect of a whole school responsible behaviour approach. It focuses on preventing problems and creating an environment that supports student learning and wellbeing. Those

responsible for the implementation of universal behaviour support include Administration, Dean of Students, HODs, HOSES, Teaching and Support Staff.

- Essential Skills for Classroom Management
- Reinforcing school values and expectation
- Positive approach to engagement (PBL Flower)
- Teacher issued consequences
- Restorative practices
- Contact with parents/carers

### ***Tier 2: Targeted Interventions and Focused Behaviour Supports***

Targeted behaviour support is designed to further assist students who have not responded to universal school-wide positive behaviour expectations. Emphasis is placed on an improvement in the students' social and emotional skills and academic success. Those responsible for the implementation of targeted behaviour support include Administration, Dean of Students, HODs, HOSES, Guidance Officer, School-based Psychologist, Youth Support Coordinators, School Nurse and Chaplain.

- School based support and intervention
- Engagement card
- Engagement & Success Support Program
- Discipline Improvement Plan
- Well-being programs
- Specialised classes
- Counselling and mediation
- Meeting with parents/carers

### ***Tier 3: Intensive Individualised Interventions and Behaviour Supports***

Intensive behaviour support is intervention procedures that respond to complex and challenging behaviour and where assistance is given to re-engage learning. This support is provided to students who have not responded to universal and targeted support measures. Intensive support is provided via the well-being team, specialised classes and programs as well as consultation with external agencies. Those responsible for the implementation of intensive behaviour support via the well-being team include Administration, Dean of Students, HOD's, HOSES, Guidance Officer, Youth Support Coordinator, School-based Psychologist, School-based Youth Health Nurse, Chaplain and outside agencies.

- Functional Behaviour Assessment
- Meeting with parents/carers
- Flexible learning arrangements
- Referral to external agencies
- Complex case management and review
- Stakeholder meeting with parents and external agencies, including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence and 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



		Minor		Major	
Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Use of abusive language in conversation that is non-threatening and indirect.	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Utilise PBL Flower Strategies</li> <li>• Re-teach expectations</li> <li>• Verbal correction</li> <li>• Loss of privileges i.e., social ban, lunch detention</li> <li>• Restorative practices e.g. apology, restorative conversation</li> <li>• School based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul>	Use of abusive language directed towards a member of staff or in response to their instructions	<ul style="list-style-type: none"> <li>• School based support &amp; intervention or</li> <li>• Suspension (1-10 days)</li> </ul> <p>Depending on nature of abusive language or previous behaviour referrals for abusive language.</p> <p>Possible 11–20 day suspension and/or pending exclusion for repeated incidents.</p>
		Mutual use of directed abusive language between students	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Utilise PBL Flower Strategies</li> <li>• Re-teach expectations</li> <li>• Verbal correction</li> <li>• Loss of privileges i.e., social ban, lunch detention</li> <li>• Restorative practices e.g., apology,</li> </ul>	Use of abusive language that is threatening and directed towards staff and/or students i.e., racial slurs; sexually explicit communication/conduct; derogatory swearing	<ul style="list-style-type: none"> <li>• School based support &amp; intervention or</li> <li>• Mediation/Apology or</li> <li>• Suspension (1-10 days)</li> </ul> <p>Depending on nature of abusive language or previous behaviour referrals for abusive language.</p>

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
			restorative conversation <ul style="list-style-type: none"> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>		Possible 11-20 day suspension and/or pending exclusion for repeated incidents.
<b>Bomb Threat/False Alarm</b>	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.				<ul style="list-style-type: none"> <li>20 day suspension pending exclusion</li> </ul>
<b>Bullying</b>	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Isolated incidents of low-level name calling; taking personal items	<ul style="list-style-type: none"> <li>Contact home</li> <li>Restorative practices</li> <li>Loss of privileges i.e., social ban</li> <li>Warning of major consequences if continued</li> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>	Persistent and deliberate verbal, physical and/or social behaviour in person or online that is malicious in its nature, including bystander behaviour	<ul style="list-style-type: none"> <li>School based support &amp; intervention or</li> <li>Mediation/Apology or</li> <li>Suspension (1-10 days)</li> </ul> Depending on nature of the bullying or previous behaviour referrals for bullying. Possible 11-20 day suspension and/or pending exclusion for repeated incidents. Possible reporting to QPS

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
Defiance	Student refuses to follow directions given by school staff.	<b>Not being prepared for learning</b> with all required equipment	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Lunch detention</li> <li>• Engagement card and/or Ready to Learn card</li> <li>• Meeting of support</li> <li>• Wellbeing referral</li> <li>• School based support &amp; intervention</li> </ul>		
		<b>Late</b> to school unexplained	<ul style="list-style-type: none"> <li>• Lunch time detention for repeated lateness</li> <li>• School based support &amp; intervention</li> </ul>	<b>Repeated incidents of lateness to school</b> (unexplained) despite differentiated responses	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Afterschool detention if lunch detention not completed</li> <li>• Attendance monitoring card</li> <li>• Meeting of support</li> <li>• Wellbeing referral</li> <li>• Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents.</p>

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
		Late to class	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Lunch time detention</li> <li>• After school detention</li> <li>• School based support &amp; intervention</li> </ul>	Repeated incidents of late to class despite differentiated responses	<ul style="list-style-type: none"> <li>• Afterschool detention</li> <li>• Attendance monitoring card</li> <li>• Meeting of support</li> <li>• Wellbeing referral</li> <li>• Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents.</p>
		Isolated incident of not following instructions from a staff member (classroom or playground)	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Lunch or afterschool detention</li> <li>• Restorative practices e.g., apology, restorative conversation, mediation</li> <li>• School based support &amp; intervention</li> </ul>	<p>Repeated incidents of not following instructions from a staff member</p> <p>Isolated or repeated incidents of not following instructions from any member of staff to cease behaviour/conduct that has been determined as unsafe</p>	<ul style="list-style-type: none"> <li>• School based support &amp; intervention or</li> <li>• Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents</p>
		Phone, headphones or smartwatch use in class or at breaks outside of designated phone zones	<ul style="list-style-type: none"> <li>• Phone ban 1-5 days</li> <li>• After 3 incidents parent/career to collect</li> </ul>	Refusing HoD/Dean instructions to hand in phone for confiscation when	<ul style="list-style-type: none"> <li>• School based support and intervention</li> </ul>

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		<ul style="list-style-type: none"> <li>If headphones or smartwatches are being used inappropriately, the student's phone will be confiscated</li> </ul> <p><b>Note:</b> Smartwatches are permitted but are not to be used for communication outside of phone zones</p>	<ul style="list-style-type: none"> <li>Dean/HoD confiscation of phone if student refuses to hand it in.</li> <li>Immediate parent/carer collection of phone after 2<sup>nd</sup> instance of Dean/HoD confiscation intervention</li> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>	in breach of the mobile phone policy	<ul style="list-style-type: none"> <li>Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents</p>
				Intentionally misleading or lying to a staff member in an incident investigation.	<ul style="list-style-type: none"> <li>School based support and intervention</li> <li>Suspension</li> </ul> <p>Possible 1-20 day suspension and/or pending exclusion for repeated incidents</p> <ul style="list-style-type: none"> <li></li> </ul>

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
<b>Disrespect</b>	Student intentionally delivers socially rude or dismissive messages to adults or students.	<b>Isolated incident of student being</b> socially rude or dismissive messages to adults or students, that does not involve abusive language	<ul style="list-style-type: none"> <li>• Re-direct behaviour using school values</li> <li>• Contact home</li> <li>• School based support &amp; intervention</li> <li>• Loss of privileges i.e. social ban</li> <li>• Engagement Card</li> <li>• Lunch detention</li> <li>• Suspension (1-10 days)</li> </ul>	Persistent <b>incidents of student being</b> socially rude or dismissive messages to adults or students, despite differentiated responses, that does not involve abusive language	<ul style="list-style-type: none"> <li>• School based support and intervention</li> <li>• Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents</p>
<b>Disruption</b>	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Loud talk, yelling, or screaming; noise with materials; and/or out-of-seat behaviour.	<ul style="list-style-type: none"> <li>• Utilise PBL Flower Strategies</li> <li>• Contact home</li> <li>• Use of individual behaviour support plan to re-direct</li> <li>• Lunch detention</li> <li>• HoD intervention</li> <li>• Positive behaviour focus card</li> <li>• Functional behaviour assessment and individualise</li> </ul>	<b>Sustained</b> loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour, despite differentiated responses to behaviour.	<ul style="list-style-type: none"> <li>• School based support and intervention</li> <li>• Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents.</p>

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
			behaviour support plan <ul style="list-style-type: none"> <li>• Meeting of support</li> <li>• School based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul>		
<b>Dress code</b>	Student wears clothing, inclusive of nails, jewellery etc, that is not within the dress code guidelines defined by the school.		<ul style="list-style-type: none"> <li>• Confiscation of jewellery</li> <li>• Contact home</li> <li>• Lunch and/or after school detentions</li> <li>• Withdrawal from classes until infringement is rectified</li> <li>• Withdrawal from subjects due to safety</li> <li>• School based support &amp; intervention</li> </ul>		
<b>Fighting</b>	Student is involved in mutual participation (premediated) in an				<ul style="list-style-type: none"> <li>• Suspension 11-20 day suspension or 20 day suspension pending exclusion depending on the</li> </ul>

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	incident involving physical violence.				level of violence and/or premeditation
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Isolated incident of the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Formal apology (verbal or written)</li> <li>• Mediation</li> <li>• School based support &amp; intervention</li> <li>• Restorative practices</li> <li>• Suspension (1-10 days)</li> </ul>	<b>Sustained</b> delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> <li>• Suspension 1-20 days or 20 days pending exclusion depending on the nature of the messages</li> </ul> Possible reporting to QPS
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur. This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed	Physical aggression towards people, animals or flora e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, breaking tree branch, kicking over plants, trampling plants, throwing objects at animals, etc.	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Loss of privileges e.g., social ban</li> <li>• Community service</li> <li>• School based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul>	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts. Physical aggression may be directed towards peers, adults, visitors or animals	<ul style="list-style-type: none"> <li>• Suspension 1-20 days or 20 days pending exclusion depending on the nature of the physical aggression</li> </ul> Possible reporting to QPS

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
	towards peers, adults, visitors or animals or flora	Play that escalates to physical aggression (Without injury)	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Mediation</li> <li>• Social ban</li> <li>• School based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul>	Incitement of others to undertake physical aggression.	<ul style="list-style-type: none"> <li>• Suspension 1-20 days or 20 days pending exclusion depending on the nature of the incitement</li> </ul>
<b>Academic Misconduct</b>	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Copying information directly from a source	<ul style="list-style-type: none"> <li>• Zero or N result for assessment</li> <li>• Re-submission of assessment</li> <li>• School based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul>	Copying or submitting other students work Using AI technologies such as ChatGTP	<ul style="list-style-type: none"> <li>• Zero or N result for assessment</li> <li>• Re-submission of assessment</li> <li>• Graded on formative tasks</li> <li>• Curriculum HoD Intervention</li> </ul> or <ul style="list-style-type: none"> <li>• Possible Suspension 1-20 days or 20 days pending exclusion depending on circumstances</li> </ul>

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				Cheating in an exam	<ul style="list-style-type: none"> <li>Zero or N result for assessment</li> <li>Graded on formative tasks or partial exam</li> <li>Curriculum HoD Intervention</li> </ul> or <ul style="list-style-type: none"> <li>Possible Suspension 1-20 days or 20 days pending exclusion depending on circumstances</li> </ul>
				Distributing copy of exam or exam questions to other students	<ul style="list-style-type: none"> <li>Suspension 1-20 days or 20 days pending exclusion depending on circumstances</li> </ul>
<b>Falsifying documents</b>	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Forging late to school notes, uniform or notes to avoid curriculum activity i.e. HPE	<ul style="list-style-type: none"> <li>Contact home</li> <li>Lunch detention</li> <li>Afterschool detention</li> <li>School based support &amp; intervention</li> </ul>	Forging signature of parent/carer for excursion forms, medical permission forms, AARA documents etc. Forging signature on behalf of another student for excursion	<ul style="list-style-type: none"> <li>Loss of privileges to participate in extracurricular activities or curriculum-based excursions</li> <li>Suspension</li> </ul>

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Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
			<ul style="list-style-type: none"> <li>Suspension (1-10 days)</li> </ul>	forms, medical permission forms etc.	1-20 days or 20 days pending exclusion for serious offences and/or repeated incidents of falsifying documents
<b>Property misuse causing risk to others</b>	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Property misuse that does not cause injury, but is unsafe	<ul style="list-style-type: none"> <li>Loss of privileges e.g., social ban</li> <li>Community service</li> <li>Afterschool detention</li> <li>Restorative practices</li> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>	Property misuse that causes injury to others, intentional or un-intentional	<ul style="list-style-type: none"> <li>Suspension 1-20 days or 20 days pending exclusion depending on the nature of the incident</li> </ul>
<b>Property damage</b>	Student participates in an activity that results in destruction, damage or disfigurement of property.	Un-intentional damage caused to another's property	<ul style="list-style-type: none"> <li>Mediation</li> <li>Restitution</li> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>	Intentional damage to another's property or school property	<ul style="list-style-type: none"> <li>Suspension and/or</li> <li>Restitution</li> </ul> 1-20 days or 20 days pending exclusion depending on the nature of the damage

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<b>Refusal to participate in the educational program of the school</b>	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<b>Isolated incidents of refusing to participate in an activity or learning</b> as instructed	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Lunch detention to complete missed activity or learning</li> <li>• After school detention</li> </ul>	Persistent pattern of <b>Refusing to participate in an activity or learning</b> as instructed	<ul style="list-style-type: none"> <li>• Individual behaviour support plan</li> <li>• Meeting of support</li> <li>• Positive behaviour card</li> <li>• Other School based support and intervention</li> <li>• Subject change (electives)</li> <li>• Suspension (1-10 days)</li> </ul> Possible 11-20 day suspension and/or pending exclusion for repeated incidents.
		<b>Non-submission or incomplete submission</b> of draft/checkpoints and final assessment (Years 7-10) and draft/checkpoints (Years 11 and 12)	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Referral to ASR room (Years 10-12)</li> <li>• Lunch time detention for the purpose of completing missed/uncompleted work</li> </ul>	<b>Non-submission or incomplete submission</b> of final assessment (Year 11 and 12 only)	<ul style="list-style-type: none"> <li>• Stage 1 Cancellation on Enrolment</li> <li>• Cancellation of enrolment (Year 11 &amp; 12 only)</li> <li>• Suspension (1-10 days)</li> </ul> Possible 11-20 day suspension and/or pending exclusion for repeated incidents.

		Minor		Major	
Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
<b>Substance misconduct involving tobacco and/or other legal substances</b>	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. Including vapes/vaping				<ul style="list-style-type: none"> <li>School based support &amp; intervention</li> <li>Health &amp; wellbeing intervention</li> <li>Suspension 1-20 days or 20 days pending exclusion for repeated incidents of Substance misconduct involving tobacco and other legal substances Including vapes/vaping</li> </ul>
<b>Substance misconduct involving illegal substances</b>	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			Possession of illegal drugs/substances	<ul style="list-style-type: none"> <li>20-day suspension or 20-day suspension pending exclusion</li> </ul> Possible reporting to QPS
				Possession of illegal drug/substances paraphernalia	<ul style="list-style-type: none"> <li>Suspension 1-20 days or 20 days pending exclusion depending on the nature and quantity of the paraphernalia</li> </ul>
				Selling of illegal drugs/substances	<ul style="list-style-type: none"> <li>20-day suspension pending exclusion</li> </ul> Possible reporting to QPS

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Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, headphones, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff, other students or family members.	Use of mobile phone, headphones or smartwatches during the school day <ul style="list-style-type: none"> <li>If headphones or smartwatches are being used inappropriately, the student's phone will be confiscated</li> </ul>	<ul style="list-style-type: none"> <li>Confiscation of phone</li> <li>Repeated incidents parent/carer may be asked to collect</li> <li>Dean/HoD confiscation of phone if student refuses to hand it in.</li> <li>Detention (lunch or Wednesday P5)</li> <li>Immediate parent/carer collection of phone after 2<sup>nd</sup> instance of Dean/HoD confiscation intervention</li> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>	<b>Refusing HoD/Dean instructions to hand in phone</b> for confiscation when in breach of the mobile phone policy	<ul style="list-style-type: none"> <li>School based support and intervention</li> <li>Detention</li> <li>Suspension</li> <li>Possible 1-20 day suspension and/or pending exclusion for repeated incidents</li> </ul>

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				Filming or distributing content that is violent, anti-social or explicit in nature	<ul style="list-style-type: none"> <li>Suspension 1-20 days or 20 days pending exclusion depending on the nature of the fraudulent or illegal use</li> <li>Possible reporting to QPS</li> </ul>
		Off task behaviours on computer during class time e.g., computer games, instant message etc.	<ul style="list-style-type: none"> <li>Utilise PBL Flower Strategies</li> <li>Parent contact</li> <li>Loss of privileges</li> <li>Individual behaviour support plan</li> <li>Engagement Card</li> <li>Lunch detention</li> <li>Afterschool detention</li> </ul>	Fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> <li>Suspension 1-20 days or 20 days pending exclusion depending on the nature of the fraudulent or illegal use</li> <li>Possible reporting to QPS</li> </ul>
<b>Theft</b>	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Taking of found objects that the student knows does not belong to them but are not in someone possession. e.g., hat found on the ground	<ul style="list-style-type: none"> <li>Parent contact</li> <li>Apology</li> <li>Mediation</li> <li>Restitution</li> <li>Lunch or afterschool detention/s</li> <li>School based support</li> </ul>	<p>Theft of objects in the possession of another student e.g., in their bag</p> <p>Theft of valuable items found or otherwise e.g., laptop, phone, iPad etc.</p> <p>Theft of items belonging to staff and/or school</p>	<ul style="list-style-type: none"> <li>School based support &amp; intervention or</li> <li>Suspension and/or</li> <li>Restitution</li> </ul>

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			& intervention		1-20 days or 20 days pending exclusion depending on the nature of theft Possible reporting to QPS
<b>Truancy (Out of class)</b>	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence).	<b>Isolated incidents</b> of truancy from class	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• Afterschool detention</li> <li>• Attendance monitoring card</li> <li>• Wellbeing referral</li> <li>• Meeting of support</li> <li>• School based support &amp; intervention for not completing afterschool detention</li> </ul>	<b>Repeated incidents</b> of truancy from class, despite differentiated support	<ul style="list-style-type: none"> <li>• School based support &amp; intervention</li> <li>• Multiple afterschool detentions</li> <li>• Meeting of support</li> <li>• Attendance monitoring card</li> <li>• Suspension (1-10 days)</li> </ul> Possible 11-20 day suspension and/or pending exclusion for repeated incidents.

		Minor		Major	
Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
<b>Truancy (Out of class)</b>	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			<p>Not attending school for part or entire day when attendance is expected and/or</p> <p>Leaving school grounds without permission or without following the correct sign-out process</p>	<ul style="list-style-type: none"> <li>• Multiple afterschool detentions</li> <li>• Meeting of support</li> <li>• Attendance monitoring card</li> <li>• Other school based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul> <p>Possible 11-20 day suspension and/or pending exclusion for repeated incidents.</p>
<b>Use/possession of combustibles</b>	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Possession of aerosols	<ul style="list-style-type: none"> <li>• Confiscation of item (handed into student services)</li> <li>• School based support &amp; intervention</li> <li>• Suspension (1-10 days)</li> </ul>	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid,	<ul style="list-style-type: none"> <li>• School based support &amp; intervention or</li> <li>• Suspension 1-20 days or 20 days pending exclusion depending on the nature of the substance</li> </ul> <p>Possible reporting to QPS</p>

		Minor		Major	
Category	Definition	Examples	Differentiated Responses to these behaviours <i>Classroom Teacher</i> <i>Deans</i>	Examples	Focused and Intensive Responses to these behaviours <i>Deans, Heads of Department, Deputy Principals and Principal</i>
<b>Use/possession of weapons</b>	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Possession of water pistol/ nerf gun etc.	<ul style="list-style-type: none"> <li>Confiscation of item</li> <li>Parent contact to collect</li> <li>School based support &amp; intervention</li> <li>Suspension (1-10 days)</li> </ul>	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm, including but not limited to: <ul style="list-style-type: none"> <li>Knives, Guns, Screwdrivers, Broken bottle, Homemade object with sharpened point, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Suspension 11-20 days or 20 day pending exclusion depending on the nature of the substance</li> <li>Possible reporting to QPS</li> </ul>
<b>Other – charge-related suspension</b>	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> <li>charged with a serious offence; or</li> </ul> charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.				<ul style="list-style-type: none"> <li>Exclusion</li> </ul>

## 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 Pacific Pines 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 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 Pacific Pines State High School are invited to attend a re-entry meeting on or before the day of their scheduled return to school. The main purpose of this meeting is to reintegrate the student, with their parent/s, back to the school with appropriate support and reasonable adjustments as required for the student.

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

## School Policies

Pacific Pines 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 mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Bring Your Own Device (BYOD)
- Late/Truant

## 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, and to maintain and foster mutual respect between all state

school staff and students. The [Temporary removal of student property by school staff procedure](#) outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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, and the safety of 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 Pacific Pines 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)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)

- drugs (including tobacco/vaping and drug paraphernalia)
- 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).
- Mobile phones when not being used in accordance with the school's mobile phone policy
- Other items that pose a risk to students or staff members.

\* 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.

\*\* 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

### Staff at Pacific Pines 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 or prohibited items in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- 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);
- 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 Pacific Pines State High School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
  - is prohibited according to the Pacific Pines 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 at Pacific Pines 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 Pacific Pines State High School Code of Conduct

- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- 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

At Pacific Pines SHS, we understand the importance of explicitly teaching and developing our student's digital literacy. Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Pacific Pines SHS recommends that students not bring high value personal devices to school such as, but not limited to, mobile phones, smart watches, iPods, air pods, earphones, DS players, PSPs, etc. No liability will be accepted by Pacific Pines SHS in the event of loss, theft or damage to any device unless it can be proven that the loss, theft or damage resulted from the school negligence.

While we understand that mobile phones are commonplace in the 21<sup>st</sup> century world in which we live, Pacific Pines State High School believes in maintaining a safe, effective and enjoyable educational environment for all of its students. Research shows that the mere presence of mobiles in the classroom can be detrimental to student performance. According to a survey and report from Common Sense Media that involved 1,240 interviews with parents and their 12 to 18-year-old children, 50% of teens feel attached to their mobile devices, and 59% of their parents agree that their kids have a problem putting their devices down (U.S. News & World Report). We also know that mobile phones are often used inappropriately in response to social media trends, particularly in schools.

To support a culture of students disconnecting to reconnect, so our students can focus on their learning, Pacific Pines SHS has a non-visible mobile phone and earphones, during class time, transitions between classes, and at breaktimes unless in a designated technology zone. Smartwatches or other devices that can be used to receive or send calls or text messages are not permitted.

Transitions between classes refers to the transitions between:

- Homepage to Period 1
- Period 1 to Period 2
- Period 3 to Period 4

Understanding that there will be times where students may need to contact parents/carers, work supervisors etc. There will be designated technology zones within the school where students are able to use their phones during break times.

Designated Technology Zones:

- Years 7-12: Learning Hub
- Year 11 & 12: VL Block

While there are no time limits on how long a student can be in these zones, as the underpinning purpose of this policy is to encourage students to disconnect to reconnect, students will only use these zones for essential communication, and not for the purpose of accessing social media.

The use of mobile phones outside of these designated technology zones, is not permitted during breaktimes, as these areas outside of the technology zones will be a space for students to disconnect from technology and connect with their peers through conversation and play.

The use of a mobile phone's camera function is not permitted at any time including outside of school grounds where the students' actions would bring the name of the school into disrepute. The only exception to this is when students are utilising the camera for curriculum activities approved by the Head of Department and Deputy Principal.

Students found to be using the camera function on their mobile phone to film/photograph on school grounds, outside of an approved curriculum activity, or outside of school where their actions bring the name of the school into disrepute, will face disciplinary action in line with the Student Code of Conduct. This includes the filming of TikTok's etc.

Further to the use of mobile phones in the designated technology zones, there will be other approved exceptions for mobile phones use. These approved exceptions include, but are not limited to:

- Using a mobile phone to make purchase at the canteen, finance window and/or uniform shop.
- Medical reasons supported by relevant documentation.
- Approved curriculum reasons, where the teacher has sought permission from the Head of Department and Deputy Principal.

For parents/carers, below are alternate options for contacting your student/s:

- Contact can be made with the office and a message can be sent to the student via Daymap, which they can check on their laptop. If urgent, the student will be given the message directly.
- An email can be sent to the students Education Queensland email account. Students use their laptops most lessons, so are able to view their emails regularly.

For students, below is an alternate option to using their mobile phones to contact parents/careers:

- Students can go to the main administration building and request to make a phone call.

Where a student's phone is visible during class time or during breaktimes outside of the designated technology zones, without explicit permission, the student's phone will be confiscated for the remainder of the school day, in accordance with 'temporary removal of students property policy'.

**On the 3<sup>rd</sup> confiscation, a parent/carer will be required to collect the phone.** If the phone cannot be collected that same day by a parent/carer, it will be kept on site in the school safe.

Repeated misuse of mobile phones outside of the school's policy or a student's refusal to hand in their phone when directed by a member of staff, will be considered as defiance and will be followed up in accordance with the Student Code of Conduct, which may result in disciplinary action.

## Responsibilities

The responsibilities for students using mobile phones and other devices at school or during school activities, are outlined below:

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

- If bringing a mobile phone or wearable smart device to school, ensure it remains non-visible for the duration of the school day either in the student's bag or on their person, unless it's being used for one of the approved reasons above.
- If bringing ear phones to school, ensure they remain non-visible for the duration of the school day either in the student's bag or on their person, unless it's being used for one of the approved reasons above.
- use their mobile phone or wearable smart device for curriculum purposes that have been approved by the Head of Department and Deputy Principal.
- be courteous, considerate and respectful of others when using a mobile device or wearable smart device at all times.
- use mobile phone or wearable smart device to make purchases at school canteen, finance

window, uniform shop.

- use phone or wearable smart device for approved medical reasons.
- seek teacher's/staff approval where they wish to use a mobile device or wearable smart device under special circumstances

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

- use their mobile phone, wearable smart device or earphones during the school day, unless in a designated technology zone or for another approved reason outlined above
- use a mobile phone or other devices in an unlawful manner
- use their mobile phones or other devices outside of school hours where the student's actions would bring the name of the school into disrepute.
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- ignore teacher directions for the use of social media, online email and internet chat
- use in-phone cameras anywhere on school grounds or outside of school where the name of the school would be brought into disrepute
- record, photograph and/or distribute images and recordings of fights involving students.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff

At all times, while using ICT facilities and devices, students will be required to act in line with the requirements of the Pacific Pines 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
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - 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.

## Preventing and responding to bullying

Pacific Pines State High School has a 'No Bullying' policy. Therefore, disciplinary matters will be strictly adhered to for students who bully on school grounds or when the bullying is brought onto school grounds. The school supports anti-bullying procedures which are in addition to our school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and are expected to adhere to these behaviours accordingly.

### 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.

Behaviours that do not constitute bullying are still considered serious and may be addressed.

At Pacific Pines State High School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Pacific Pines State High School teachers will take when they receive a report about student bullying. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed with student and family.

## Pacific Pines State High School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Years 7-12: Year Level Dean

HOD Student Engagement & Success: 07 5502 5111

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

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

Day four  
Implement

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

Day five  
Review

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

Ongoing  
Follow up

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are 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 Pacific Pines State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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

## Pacific Pines State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way students at Pacific Pines State High School are expected to work together in establishing a safe, responsible, respectful learning environment.

This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students and parents to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some 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.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- If things get heated online, consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save anger, upsetting others, embarrassment, and possible legal action.
- As a parent, you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others.
- As a student, you have the responsibility to practise safe online behaviour.

## 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.

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, please contact the school principal.

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.

## 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).

## 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.

## Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

## Cyberbullying

Cyberbullying is treated at Pacific Pines State High School with the same level of seriousness as in-person bullying. 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.

The sending of cyber messages that contain audio recordings, images, videos, obscene language and/or threats of violence is considered bullying and/or harassment or even stalking. The school may take disciplinary action against students who partake in cyberbullying and may refer the sender to the Queensland Police Service.

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

# Cyberbullying Response Flowchart for School Staff

## How to manage online incidents that impact your school

### Student protection

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

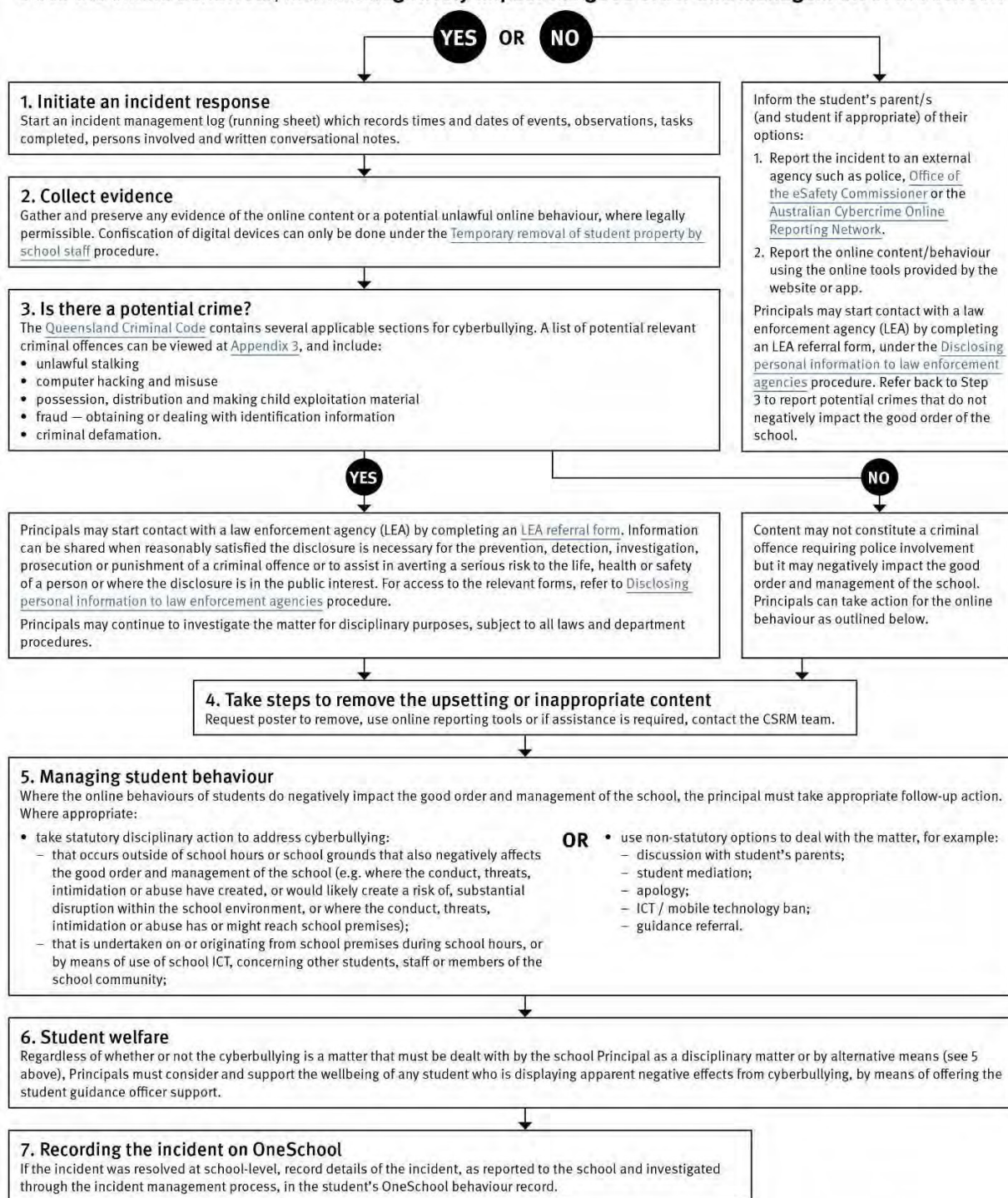
### Explicit images

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

### Help

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

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



## Bring Your Own Device (BYOD)

Pacific Pines SHS is a Bring Your Own Device (BYOD) laptop school. This means that students are required to bring their own laptop to school each day. The laptop will need to be able to connect to the school network and the Internet. Students are expected to have their laptop fully charged at the start of each school day. PPSHS uses the Daymap platform and other applications that students must use to access curriculum and assessment resources, as well as timetable and notices. Students who do not bring their laptop to school may receive a lunchtime detention or other consequence.

For assistance in purchasing or accessing BYOD resources, further information is available on the school website: <https://pacificpinesshs.eq.edu.au/facilities/computers-and-technology>

## Late to class & Truancy

Pacific Pines State High School values school attendance.

Regular school attendance will mean that your child can achieve an improved educational outcome. Your child will achieve better when they go to school all day, every school day:

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have a reasonable excuse. Illness, doing work experience, competing in a school sporting event or going on a school excursion are reasonable excuses for being absent from school.

School absenteeism and student attendance is a complex issue which includes a range of student behaviours, including school refusal and truancy.

At Pacific Pines State High, education includes student participation in:

- roll marking
- curriculum lesson
- lunch breaks
- parades
- support provisions (including school and after-school detentions).

Students who choose not to attend these aspects are considered truant if they are not signed in or out with parent/carer permission. Parent/carer notification is required by phone, note or email before exiting school grounds or remaining elsewhere on campus without teacher permission.

Arriving late to the aspects of learning listed above are also considered refusal to participate in a program of instruction, often inhibit other student's learning and interrupt the teacher's efforts to support students. As such, both continual late arrivals and truancy require the implementation of behaviour support provisions to assist in improving the student behaviour.

## Restrictive Practices

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 involving student behaviour that seriously endangers the student 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 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 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 calm, 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 a non-threatening, inclusively and culturally appropriate 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 reescalation, 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.

## 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

Pacific Pines 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](#)

