



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

# Student Code of Conduct 2021-2023

## *Every student succeeding*

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

*Queensland Department of Education  
State Schools Strategy 2020-2024*

## 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 are able to experience success and staff enjoy a safe workplace.

## Contact Information

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## Endorsement

Principal Name:	Mark Peggrem
Principal Signature:	
Date:	20 January 2021
P/C President and-or School Council Chair Name:	Sid Cramp
P/C President and-or School Council Chair Signature:	
Date:	9 February 2021

## Contents

Whole School Apporach to Discipline	page 4
- <i>Positive Behaviour for Learning</i>	page 5
- <i>Differntiated and Explicit Teaching</i>	page 8
Legislative Delegations	page 12
Disciplinary Consequences	page 13
- <i>Behavriour Matrix</i>	page 16
- <i>School disciplinary absenes</i>	page17
School Policies	page 19
- <i>Temporary removal of student property</i>	page 19
- <i>Use of mobile phones and other devices by students</i>	page 22
- <i>Preventing and responding to bullying</i>	page 24
- <i>Appropriate use of social media</i>	page 30
- <i>School uniform</i>	page 32
- <i>Late to school/Truancy</i>	page 35
- <i>Non school day detention</i>	page 35
Restrictive Practices	page 38
Critical Incidents	page 39
Resources	page 40
Conclusion	page 41

## 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:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- 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 principal.

## 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

- Listen attentively when your teacher or another student is speaking.
- Put your hand up when sharing your ideas with the class.
- Respect other students and their property, as well as school property and facilities.
- Be polite and use appropriate and respectful language at all times.

#### Be Responsible

- Be prepared for class with all of your necessary resources and books.
- Be punctual to lessons and attend all designated lessons.
- Use personal technology devices and mobile phones appropriately and as advised by your teacher.
- Be honest, show integrity and take responsibility for your actions.

#### Be Safe

- Follow teacher's reasonable instructions.
- Play in correct areas and use equipment safely and appropriately.
- Keep hands and feet to yourself and away from others and their belongings.
- Wear a hat when outdoors and in the sun.
- Wear the correct footwear.

#### Be a Learner

- Complete all assigned tasks to the best of your ability and use time effectively as every lesson counts.
- Always have a positive attitude towards learning and ask for help if required.
- Work well independently and with others.
- Actively engage in your practical classes.

### Parents and staff

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

### Be Respectful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### Be Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### Be Safe

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
As parents and carers of students of this school, you encourage safe and sensible conduct from your child or children.	The provision of a safe and supportive school environment where all students have the opportunity to be successful.
A willingness to value all persons in the school community, treating them fairly and respectfully.	Staff modelling safe, supportive and respectful behaviours to students and parents.
Open and respectful communication with the school regarding concerns for student wellbeing.	A willingness to work with parents and students to build a strong and successful Pacific Pines community

## Be a learner

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations of the school.	The belief that it is important to teach students how to learn by providing a variety of opportunities in a positive learning environment
You support your child to take responsibility for their own learning and encourage them to seek purpose in what it is they are learning about.	Engaging lessons and learning experiences that relate to real world issues and concepts.
You communicate respectfully with the classroom teacher, Head of Department or Principal about any learning concerns you have with your child.	We will work with every family to quickly address any complaints or concerns about behaviour of staff, students or other parents.

## Consideration of Individual Circumstances

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

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

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

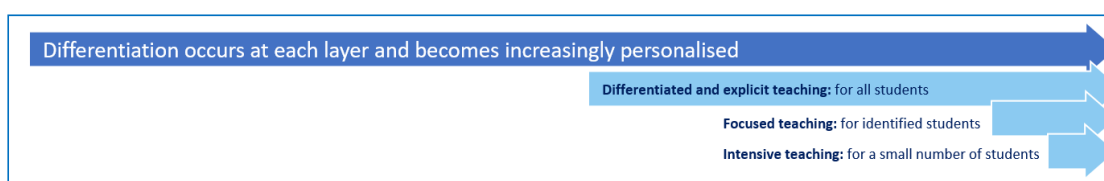
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter

## Differentiated and Explicit Teaching

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

Teachers at 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 to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed 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 to 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 RTI teacher aides, co-teaching teams and iLead teaching teams 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 Engagement Co-ordinators, Engagement Heads of Department, Youth Support Co-ordinators, Industry Liaison Officers, Guidance Officers, Chaplain, 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:

- Growing Values & Restorative Justice programs
- 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
- ICPs
- ISPs
- Booyah program (run by the Queensland Police Force)
- iLead social skills targeted lesson
- Discipline Improvement Plan process

For more information about these programs, please speak with the Heads of Department for Student Engagement, Justin Clinch or Kristie Mackle.

## 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.

Students who require intensive teaching will be assigned an individual mentor at the school (a check in/check out buddy).

# Legislative Delegations

## Legislation

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

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

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

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

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

## Disciplinary Consequences

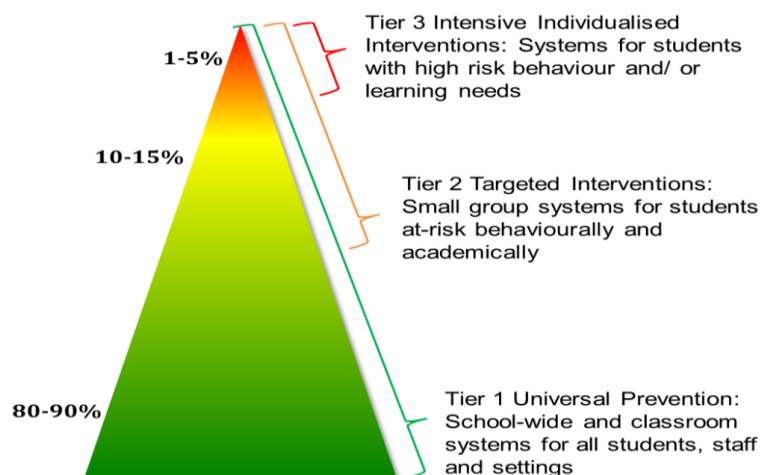
The disciplinary consequences model used at Pacific Pines State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

## Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. Supports may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- HOD referral (Phase/Faculty)

## Focused

The classroom teacher is supported by other school-based staff to address in-class problem behaviour. Behaviours may include but are not limited to: truancy, inappropriate phone use, inappropriate uploading of images/language, minor verbal misconduct infringements and continual uniform infringements. Supports may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small groups
- Detention
- Behavioural contract
- Counselling and guidance support

- Self-monitoring plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to the relevant Head of Department, school engagement team or support staff (GOs, Chaplain etc) for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Positive Focus Card
- Attendance monitoring card
- After school detentions
- Saturday detentions
- Restorative Justice
- Growing Values
- Part-time attendance programs
- Suspensions
- Targeted skill improvement through online education programs

## **Intensive**

The School Leadership Team work in consultation with the Engagement team and support staff to address persistent or ongoing serious problem behaviour. Examples of such behaviour may include but are not limited to: dangerous behaviour, possession of banned items, damage/vandalism, theft, bullying, substance use/misuse/possession, any unlawful behaviour or serious incidents of misconduct or conduct prejudicial to the good order and management of the school including persistent ongoing behaviours. Supports may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies, including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence 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	
ONESCHOOL CATEGORIES	Minor behaviours managed at the classroom level. Examples include:	Differentiated responses to these behaviours may include:	Behaviours that are recorded as major on One School and referred to	Focussed and Intensive responses may include:
Bully/harassment	Isolated incidents of low-level name calling; taking personal items; low-level gestures	<p>Teacher responses:</p> <ul style="list-style-type: none"> <li>ESCM strategies</li> <li>Re-teach desired behaviour</li> <li>Verbal correction</li> <li>Apology</li> <li>Loss of privileges</li> <li>Detention</li> <li>Classroom meeting</li> <li>Verbal negotiation</li> <li>Incentives for behaviour correction</li> <li>Reminder of classroom expectations</li> <li>De-escalation strategies (one on one conversation; timeframes for behaviour corrections; choices)</li> <li>Contact with parent</li> <li>Peer mediation</li> <li>Behaviour referral (HOD Phase/faculty)</li> </ul> <p>Consult HOD for support when:</p> <ul style="list-style-type: none"> <li><i>Teacher can demonstrate a number of above strategies have been applied:</i></li> <li>Behaviour has continued despite proven attempts to re-direct behaviour</li> <li>Curriculum misconduct includes exam/assessment misconduct</li> <li>On-going/continued truancy/skip class</li> <li>Classroom misconduct that is ongoing and can't be redirected using aforementioned strategies [defiant/IT misconduct/ non-compliant with routine/truant/skip class</li> </ul>	Persistent or continued teasing that is malicious in its nature; intimidation; taking of personal items that are significant in nature [laptop/wallet etc.]	<p>Teacher responses:</p> <ul style="list-style-type: none"> <li>Direct student to student services</li> <li>Refer major curriculum behaviours directly to curriculum HOD.</li> <li>Refer all other major behaviours to relevant ECO/Engagement HOD.</li> <li>Use only ONE (1) behaviour category (use chart as a guide). The elected behaviour should be the behaviour that relates MOST to the referral.</li> <li>Ensure OneSchool referral is non-emotive and factual.</li> </ul> <p>ECO/HOD/DP/Principal responses may include:</p> <ul style="list-style-type: none"> <li>Referral to specialist support staff or agencies</li> <li>YSC Support</li> <li>Restorative programs</li> <li>Lunch detention</li> <li>After-school detention</li> <li>Saturday detention</li> <li>Positive focus behaviour cards</li> <li>Stakeholder meetings</li> <li>Removal of privileges</li> <li>IT bans</li> <li>Discipline Improvement Plans</li> <li>ISP/ICP support/investigation</li> <li>Resubmission of assessment</li> <li>In class support/Case Management</li> <li>Suspension</li> <li>Review of enrolment/recommendation for exclusion</li> <li>Cancellation of enrolment/exclusion [Principal only]</li> </ul>
Defiant/threat/s to adults	Inappropriate language (not including swearing at teacher); disrespect or inappropriate gestures/responses.		Deliberate misconduct towards an adult (swearing at a teacher/physical intimidation of a teacher); actions that pose a threat to the wellbeing and safety of others	
Disruptive	Undue noise; calling out; intentional behaviour resulting in the interruption of the class		Constant intentional disruption of class despite differentiated responses to behaviour.	
Dress code	Not wearing part of the uniform correctly; not following uniform protocols		Persistent breaches of uniform policy	
IT misconduct	Inappropriate use of technology including misuse of emails; accessing gaming sites; abuse of the mobile phone policy; not bringing equipment associated with ICT policy [charged laptop/charger etc.]		Serious inappropriate use of technology, including hacking; accessing banned/inappropriate or pornographic sites; wilful damage of equipment)	
Late	Late to class (including role mark) or detention		Continued and persistent lateness despite differentiated responses to behaviour.	
Lying/cheating	Deliberate miscommunication to avoid; obtain attention; tangible object or event		Exam/assessment misconduct; other misconduct that is untrue or deceptive and affects the good order and management of the school; theft.	
Misconduct involving object	Misusing banned or restricted items (white out etc.); misusing objects [rulers; water bottles etc.]		Actions resulting in injury or damage to others, animals or property. (e.g. Harm to others; weapons)	
Non-compliant with routine	Failure to follow instructions; consistent lack of classwork; inappropriate low-level behaviour to escape/avoid attention, event, tangible object		Frequent and consistent failure to follow directions without debate.	
Physical misconduct	Non-threatening physical behaviour that does not result in harmful contact being made. [e.g. invading personal space/play fighting]		Intent to cause injury; causing injury or harm to others; assault (e.g. fighting; inappropriate/harmful touching/actions)	
Property misconduct	Misusing personal or school property (e.g. littering/ low-level vandalism) etc.		Wilful damage of others personal or school property (graffiti; vandalism; theft).	
Substance misconduct involving illicit substance			In possession of; caught using, selling, buying or under the influence of illicit substances	
Substance misconduct involving tobacco or other legal substances			In possession of; caught using, selling, buying or under the influence of legal substances (e.g. alcohol; tobacco; prescription medications; smoking paraphernalia)	
Third minor referral			Consistent pattern of behaviour despite differentiated responses to behaviour	
Truant/skip class	Unexplained absence from part of the lesson (left class without permission).		Failure to attend school without reasonable explanation; continued patterns of truancy/skip class;	
Verbal misconduct	Inappropriate language that is non-threatening and indirect.		Using inappropriate language that is threatening and directed towards an adult; racial slurs; sexually explicit communication/conduct; derogatory swearing at a student;	
Prohibited items	Possession of items banned from the school (white out; aerosol cans etc.)		Inappropriate use or possession of banned items (knives, matches; lighters)	



## 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 may be 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. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. This includes the creation of a Discipline Improvement Plan (DIP) to support the student to positively re-engage into formal schooling.

Pacific Pines State High School expects the student and their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

## **Structure**

The structure of the re-entry meeting should follow a set agenda. This agenda is set in-advance and includes the completion of a re-entry contract to identify areas for supported improvement on the appropriate targeted behaviour, which forms the basis of the DIP. This meeting should make the student and their family feel supported to intergrate back into the school community.

Possible agenda:

- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Completion of re-entry contract with outlined expectations for improved behaviour and DIP.
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Welcome student back to school
- Send student to class

## **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Youth Support Co-ordinators, may also offer important advice to ensure a successful outcome to the re-entry 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
- School Uniform
- Late/Truant
- Non-school day detention (Saturday)

### 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 paraphanilia)
- 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).
- Other items that pose a risk to students or staff members.

**\*\* 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 of 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

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

In consultation with the broader school community, Pacific Pines State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Teachers will indicate when phone use is acceptable in the classroom to support student learning; by announcing to students when phone use is permitted/prohibited and displaying visual indicators in the classroom that clearly identify when phone use is allowed. Please respect the community agreed expectations for these spaces and behaviours.

### 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:

- use mobile phones in the classroom for assigned class work and assignments set by teachers
- be courteous, considerate and respectful of others when using a mobile device at all times
- switch off and place the mobile device out of sight during classes, unless the device is being used in a teacher-directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 a normal camera would be considered inappropriate, such as in change rooms or toilets
- 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
- Record or photograph staff or students without explicit permission

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.

## Responsible Use of Mobile Devices @ Pacific Pines State High School

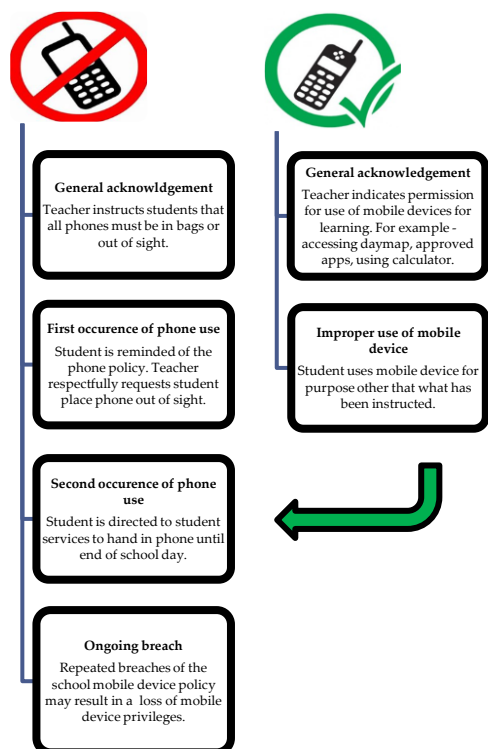


Students at Pacific Pines State High School are entitled to utilise their personal mobile devices at various times during designated lessons for the purpose of learning. Permission for the responsible use of mobile devices to access learning during class time is indicated by the teacher displaying the GREEN phone symbol in the classroom.



During all other periods of a school lesson (other when it is indicated with a green symbol) mobile devices are required to be placed safely away and switched on silent. Students are aware of this as it is clearly indicated by the teacher displaying a RED phone symbol. During times when this symbol is being displayed mobile devices are not required for the purpose of learning and therefore are not permitted to be used in class.

### RESPONSIBLE USE OF MOBILE DEVICE FLOWCHART



## 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.

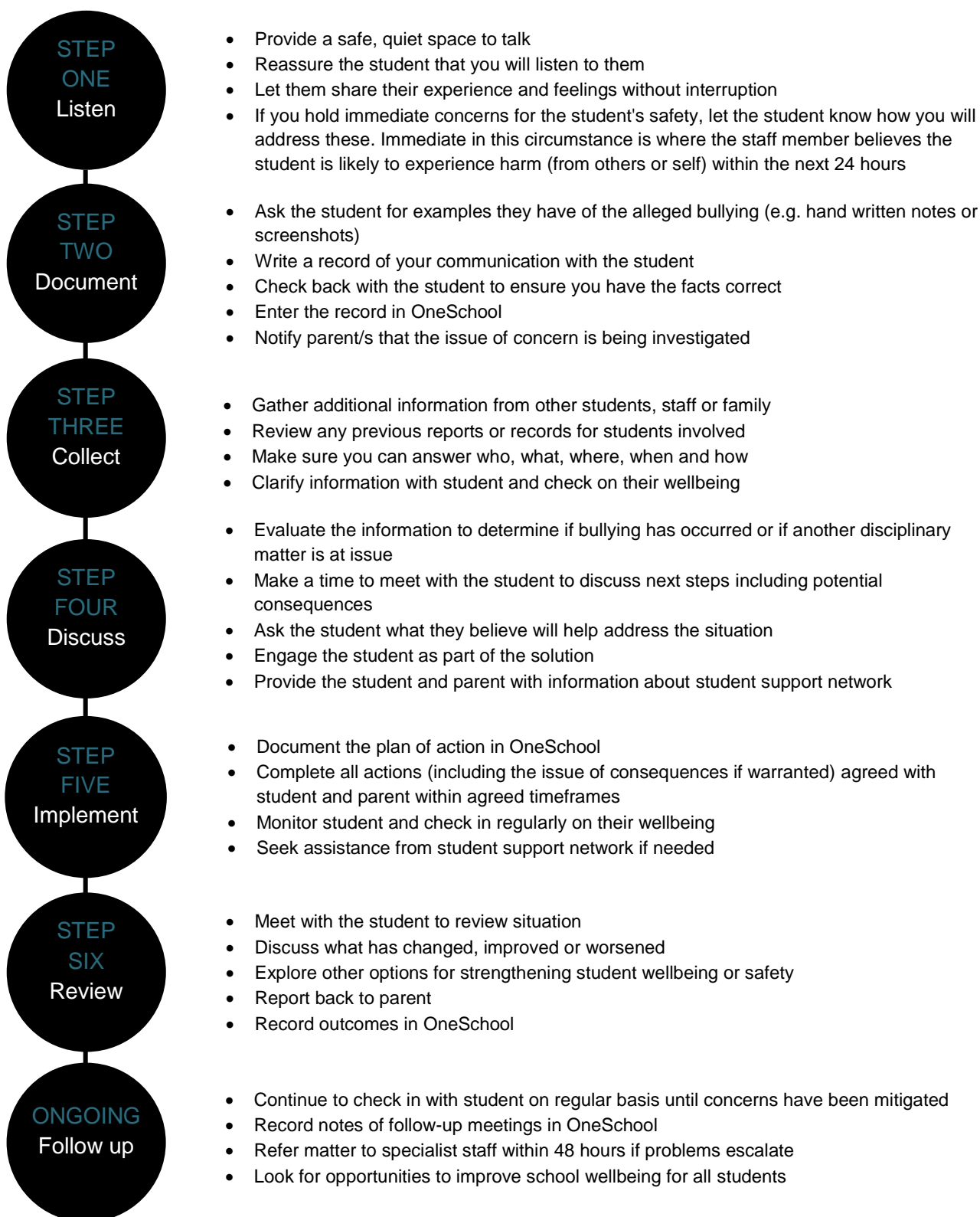
Behaviours that do not constitute bullying are still considered serious and may be addressed. At Pacific Pines State High School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Students can report acts of bullying at our email address [studentwellbeing@pacificpinesshs.eq.edu.au](mailto:studentwellbeing@pacificpinesshs.eq.edu.au). Incidents of bullying that occur outside of the school setting (including in person or on social media) are not dealt with by the school. In these incidents, parents are encouraged to report incidents to the Queensland Police Service and relevant social-media platforms.

The following flowchart explains the actions Pacific Pines State High School teachers will take when they receive a report about student bullying.



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



## 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 Co-ordinator.

# 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](#).

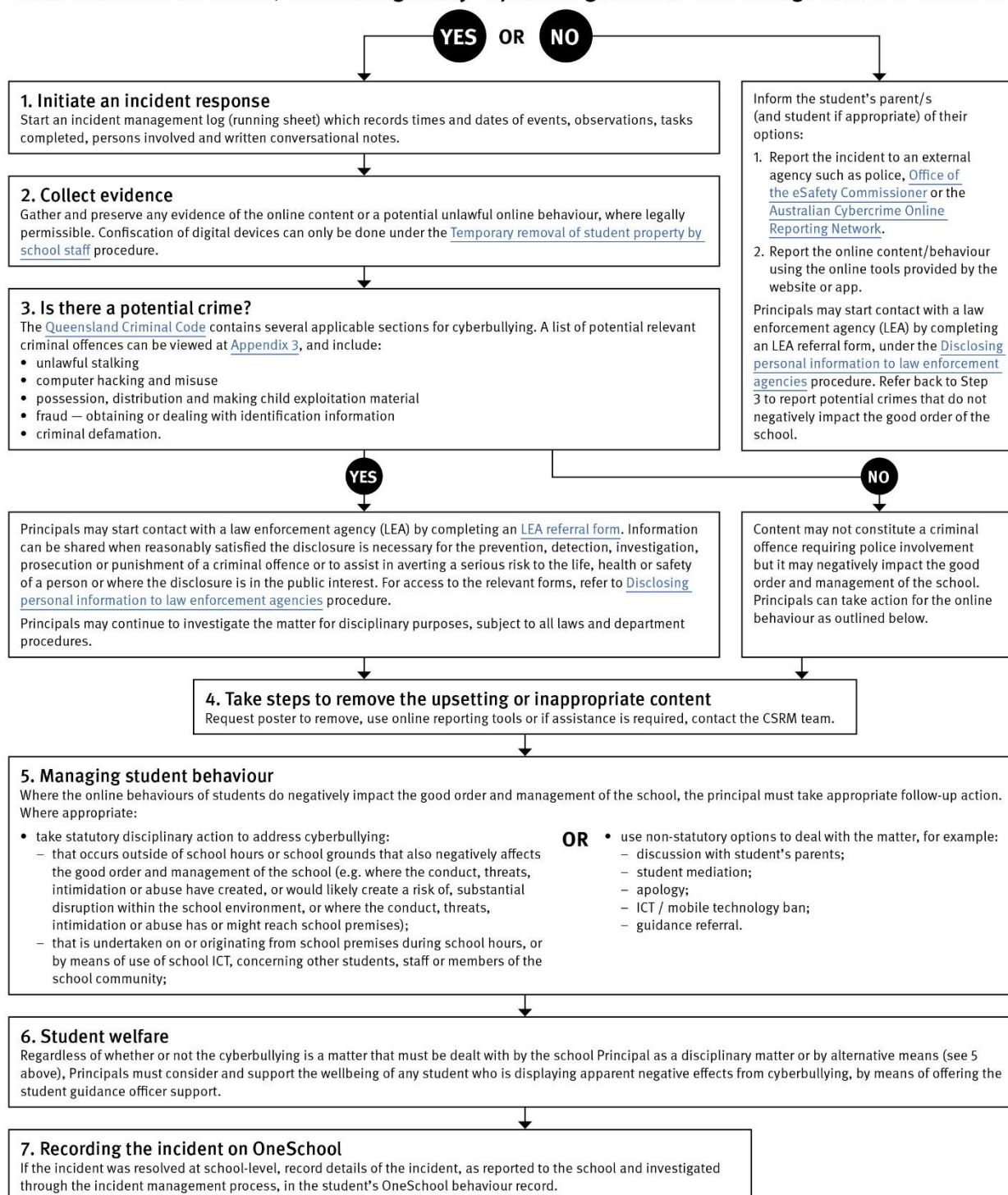
### Explicit images

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**?



## 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.

## 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.



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

We agree to work together to improve the quality of relationships in our community at Pacific Pines State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

For the duration of my enrolment at Pacific Pines State High, I agree to:

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

Student's signature

Parents signature

School representative signature

Date

## 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.

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves

the school, hinders a child's learning and/or affects the school community at large, please contact the school principal.

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

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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.

**See the Cyberbullying Response Flowchart for School Staff for more information on how staff can manage online incidents that impact the school.**



## School Uniform

It is expected that all students at Pacific Pines State High School will wear the uniform correctly and with pride. On all school days, either the sport or formal uniform can be worn. However, the sport uniform must be worn for physical activities and there will be some occasions such as excursions or special events for which the formal uniform must be worn (senior students only).

Junior Uniform		Senior Uniform	
Daily / Sport	<ul style="list-style-type: none"> <li>School polo logo shirt, school sport shorts, white socks all black leather or leather like lace up shoes or joggers.</li> </ul>	Sport	<ul style="list-style-type: none"> <li>School polo logo shirt, school sport shorts, white socks, all black leather or leather like lace up shoes or joggers.</li> </ul>
Formal (there is no expectation for students in year 7-9 to have a formal uniform)	<ul style="list-style-type: none"> <li>Boys - light green school logo shirt, green school shorts, white socks, all black leather or leather like lace up shoes or joggers.</li> <li>Girls – light green school logo shirt, green school shorts or tartan school skirt, white socks, all black leather or leather like lace up shoes or joggers.</li> </ul>	Formal	<ul style="list-style-type: none"> <li>Girls – white school logo shirt, grey school shorts / skirt, white socks, all black leather or leather like lace up shoes or joggers.</li> <li>Boys – white school logo shirt, grey school shorts, white socks, all black leather or leather like lace up shoes or joggers.. tie is optional</li> </ul>

### Specific Uniform Requirements

**Formal Skirt:** The girls' skirt must come to the top of the student's knees. The skirt will include the school logo which must be visible.

**Sport Shorts:** Each student will need the PPSH sport uniform for participation in physical activity.

**Undershirt:** Students may choose to wear a white undershirt. This must be short sleeved, plain and unseen.

**Tracksuit:** The school tracksuit can be worn with either the formal or sports uniform. Hooded jumpers/jackets are not permitted at any time with or without parent approval. Hooded jumpers/jackets must be removed and handed into Student Services to be collected at the end of the day.

**Shoes:** All black leather/synthetic leather-look upper, enclosed and impervious shoes must be worn at all times. *N.B: Boots, hi-tops, platforms, mesh and canvas shoes will **NOT** be permitted as they do not meet our Workplace Health and Safety guidelines*

**Socks:** Socks must be plain and white. Girls may wear black or skin coloured stockings in winter



Examples of acceptable all black leather enclosed shoes in accordance with the School's Uniform Policy:	Examples of non-acceptable shoes in accordance with the School's Uniform Policy below:
	 Non-black, non-leather and/or mesh
	

**Excellence uniforms:** You are required to purchase the FULL Excellence uniform for the program you have been selected for, which is to be worn only during allocated times as specified by the Excellence teacher. Excellence uniforms must be changed to the full school uniform after class if time permits, or at the relevant break time after the class.

**Hat and Bag:** The PPSH school backpack and PPSH hat and/or cap are compulsory for incoming Year 7 and current Year 8 and 9 students in 2021 and every cohort thereafter. Cohorts before 2019 must wear a non-offensive hat for all outdoor activities and a non-offensive bag is required. By 2024, the PPSH school backpack and PPSH hat and or cap will be compulsory for all student enrolled at PPSH.

N.B. It is strongly recommended that all students use the PPSH backpack and hat and or cap.

**Piercing:** A small clear nose stud only (no bigger than 2mm) is permitted. No other facial piercings are permitted.

**Jewellery:** No jewellery other than a wrist watch and two small plain sleepers or small plain studs per pierced ear are permitted. Additional piercings covered with tape are not permitted.

**Parents may apply in writing for students to wear a necklace, pendant or flat ring that has personal or religious significance.** The security of jewellery in those cases will be the student's responsibility.

**Hair/Makeup:** Hair and make-up is to be that which is suitable for the workplace. Hair ties should be brought to school for those students who have subjects that need to have their hair tied back. Bandanas are not permitted. Nails are to be an appropriate length and shape for the workplace (see diagram overleaf). Sunscreen is encouraged in our climate at all times and should be of natural skin tones or translucent.



## Uniform Infringements

Disciplinary consequences may be applied to students who are in breach of the uniform policy. Uniform infringements are managed by Student Services.

### Late to class / Truancy

Pacific Pines State High School values the importance of 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 lessons
- lunch breaks
- parades
- support provisions (including school and non-school day 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.

### Non-School Day Detention (Saturday)

Pacific Pines State High School takes a proactive, supportive approach to restore positive behaviour via disciplinary measures (suspensions). Saturday detentions may be imposed at



the discretion of the School Principal. This will usually be issued as an alternative to suspension.

Date of a Saturday detention will be negotiated with the parent/caregiver at least five school days prior to the detention and must be completed within 2 weeks of the incident unless mutually agreed and arranged prior to the lapsing of the timeframe. Parents/caregivers will receive an email/letter advising the details of the proposed 'non-school day detention'. The State Government supports schools through the Education (General Provisions) Act 2006 (QLD) in the use of Saturday detentions. The full policy can be found at:

- <http://education.qld.gov.au/behaviour/detentions.html>.
- <https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2006-039>
- <https://behaviour.education.qld.gov.au/procedures-guidelines-forms/disciplinary-consequences/Documents/fact-sheet-detention.pdf>

The detention will run from 9:00am to 1:00pm on the allocated Saturday.

Students are to arrive at the administrative office at 8.45am for a 9:00am start with at least one parent/caregiver. They will be met by a member of staff. Students must be in full school uniform and bring their normal school equipment including a charged laptop.

The parent/caregiver is responsible for arranging travel/supervision to and from the detention.

The student will complete a range of curriculum-related tasks under the supervision of staff. In some instances, completed work will result in certification and is part of the recognised 21<sup>st</sup> Century skills and General Capabilities of the Australian Curriculum.

### **Protocol for non-school day detentions**

Where a Saturday detention is to take place, the following procedures will apply:

- Parent/caregivers will be notified of the proposed Saturday detention at least five school days before the detention is scheduled to occur and must be completed within 2 weeks of the incident unless mutually agreed and arranged prior to the lapsing of the timeframe.
- Saturday morning detentions will be recorded in OneSchool as per the Department of Education policy. Student will have access to a 20 minute break commencing at 11am, which will be supervised by a member of staff. Students will not be provided with socialisation time during the scheduled break. The tuckshop will not be open. The student will be permitted to leave the school grounds at 1:00pm. Parent/caregivers are responsible for student care and supervision of the student before 9:00am and after 1:00pm on the day.
- No provision for food will be available for the student. Students will need to bring their own lunch and can eat during the 20 minute break at 11am.
- Parent/caregivers are responsible for any transport arrangements.
- First aid equipment will be readily accessible. The supervising staff will contact parents/caregivers if a need arises.
- Parents/caregivers are able to seek one rescheduling of the detention date. This can be done in writing prior to the Saturday detention via email to: [1745\\_Student.Services@eq.edu.au](mailto:1745_Student.Services@eq.edu.au)

- Students will not have access to their phones for the duration of the detention.

**What happens if the Saturday Detention is not completed satisfactorily?**

- If a student fails to complete a Saturday detention, it will be considered disobedience or non-compliance. Consequences for the original behaviour will be applied, which may be a long-term suspension. If a student attends a Saturday detention but refuses to complete set tasks, this will also be considered disobedience or non-compliance. Further consequences for the original behaviour will be applied, which may involve further Saturday detentions, or a long-term suspension.

## Restrictive Practices

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

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

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

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

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 re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## 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](#).