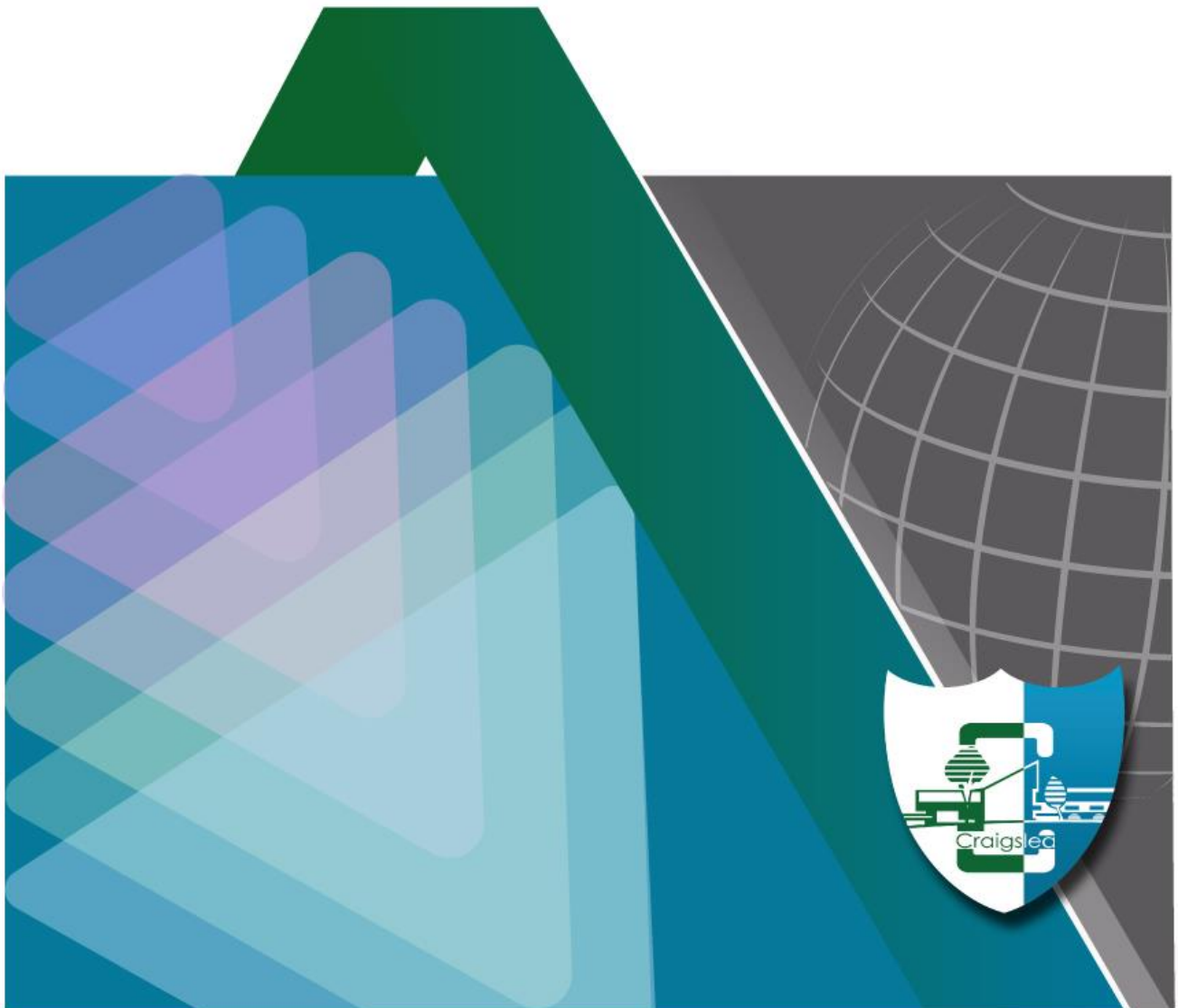


Student Code of Conduct



Craigslea
State High School

.... Educating Global Citizens

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*

Purpose

Craigslea State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Craigslea Student Code of Conduct sets out responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline

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Contact Person	Deputy Principals

Endorsement

School Council President's Name	
School Council President's Signature	Endorsed by Craigslea State High School School Council October 2022
Date	

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Consultation

The consultation process used to inform the development of Craigslea State High School's Student Code of Conduct occurred in three phases.

In the first phase, a Responsible Behaviour Plan Review Team was established and meetings held from February to May, 2020. During these meetings, we examined the new Student Code of Conduct documents, publications released by the E-Safety commissioner and a range of data including recent School Opinion Surveys. We identified processes that were working and areas for improvement.

In the second phase, the Student Leadership team was consulted, then asked to examine our Student Behaviour Expectations matrix and provide feedback.

Finally, a draft Student Code of Conduct was prepared for distribution and feedback to members of our school community, including students, teachers and parents. The third phase of consultation was delayed due to the Covid-19 pandemic. Consultation was completed by February 2021 and the finished version, incorporating suggested changes and feedback, was sent to the P&C for endorsement in February 2021.

The Student Code of Conduct was reviewed at the end of 2021. This second version was endorsed by the School Council in Semester 2, 2022.

Our new Craigslea SHS Student Code of Conduct will be communicated to our school community via our school website, school newsletter, and enrolment and staff meetings.

Learning and Behaviour Statement

All areas of Craigslea State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school code, shared expectations for student behaviour are plain to everyone, assisting Craigslea State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following values which underpin our school rules and in turn promote our high standards of responsible behaviour

- **Learning**
- **Respect**
- **Community**

Our school rules have been agreed upon and endorsed by all staff and our School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

Student Wellbeing and Support Network

Craigieburn State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their Year Level Co-ordinator, class teacher or make an appointment to meet with a Guidance Officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The Craigieburn SHS Student Learning and Wellbeing Framework provides information about how we go about creating a positive school culture and the means by which we embed student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, extra-curricular programs, policies and partnerships.

Curriculum and Pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Craigieburn State High, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and Expectations

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

Drug Education and Intervention

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

Specialised Health Needs

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

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

Medications

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

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

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

Mental Health

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

Healthy Minds Program

Craigslea State High School is a Healthy Minds school. The Healthy Minds program is embedded in the Year 8, Term 1 Pastoral Care program. The goal of the Healthy Minds is to teach students skills associated with emotional wellness and resilience. Annual follow up sessions are done with Year 10 students.

Suicide Prevention

Craigslea State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officers or other appropriate staff.

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

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

Suicide Postvention

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

Where a suicide has occurred on school grounds or at a school event, Craigslea State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

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

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

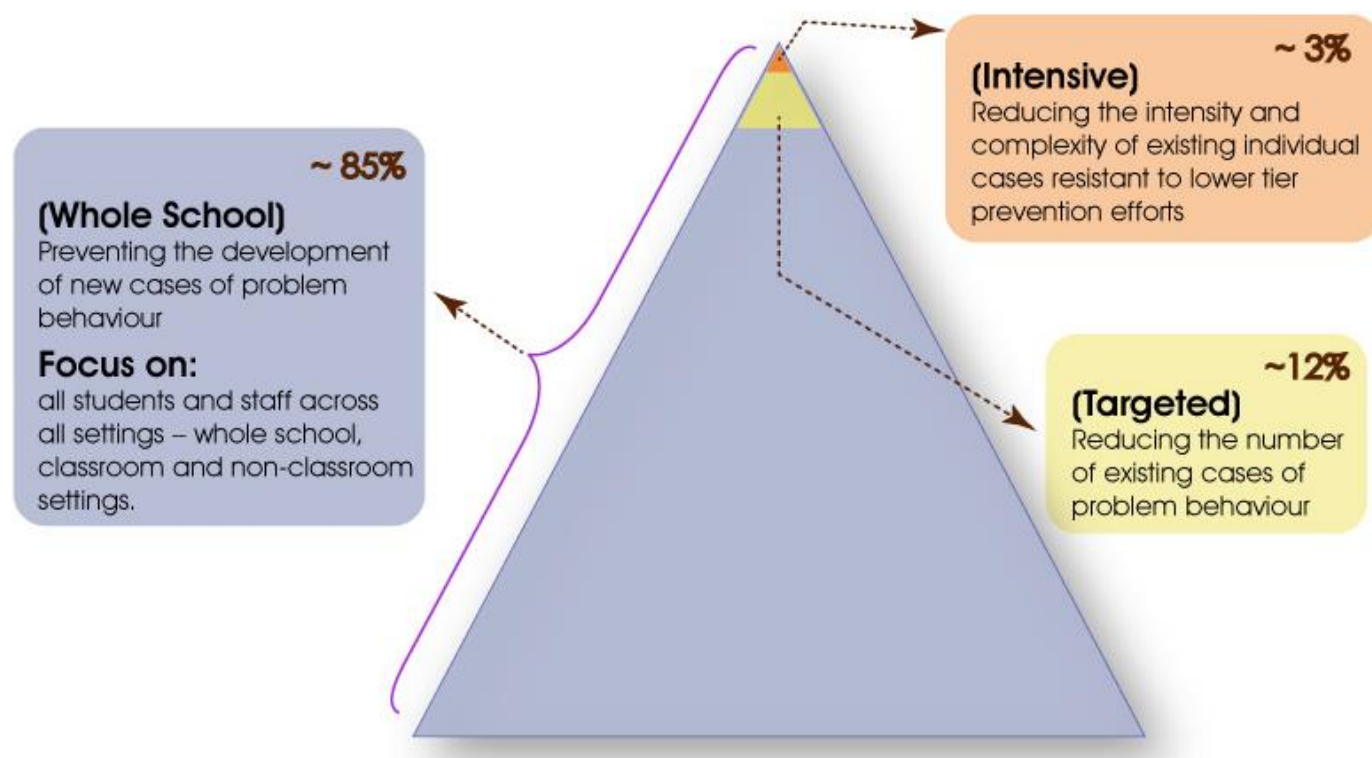
Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principals on the school phone number or learn about our team via our school website.

Role	What They Do
Deputy Principals	<ul style="list-style-type: none"> provide leadership of School community to promote an inclusive, positive school culture monitor attendance, behaviour and academic data to identify areas of additional need.
Guidance Officers	<ul style="list-style-type: none"> provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assist students with specific difficulties, acting as a mediator or providing information on other life skills liaise with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Junior Secondary	<ul style="list-style-type: none"> coordinate transition to secondary for students moving from Year 6 to Year 7 lead role for implementation of Student Behaviour Expectations and Uniform Policy monitors student attendance data, arranges intervention for students in Years 7 to 9.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Year Level Coordinators	<ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school lead role for implementation of Student Behaviour Expectations and Uniform Policy.
Chaplain	<ul style="list-style-type: none"> provides individual and, at times, group support to students to assist their engagement with education and training support students to overcome barriers to education such as <ul style="list-style-type: none"> relationships/social skills conflict with family/peers/teachers social/emotional/physical wellbeing.

Whole School Approach to Discipline (Mandated)

The Craigslea State High School's Student Code of Conduct is based on a three-tier approach which employs evidence to maximise academic and social learning and thereby encourage positive behaviour. It clearly articulates expected behaviours, identifies how unacceptable behaviour will be responded to and provides advice on classroom management strategies. Importantly, it is a school-wide approach which ensures consistency and provides students and parents with clear statements about our behaviour expectations. The three-tier approach is illustrated in the diagram below.

Three-Tier Approach to Positive Behaviour Support



Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Craigslea State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-Wide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.







Craigslea

State High School

... Educating Global Citizens



School Behaviour Expectations

School Values	School Rules	All Areas including Library, Canteen and Toilets	Classrooms	Playground	Online	Excursions, Bus Stop, Travelling to and from School
 Learning Our teaching promotes intellectual curiosity and encourages personal best	 Be a Learner	<ul style="list-style-type: none"> Support others to learn Follow instructions straight away Maximise your attendance Display a positive attitude to learning Avoid using toilets during learning times Return resources and leave spaces as you found them 	<ul style="list-style-type: none"> Be on time and in the right place Enter and exit rooms in an orderly manner Be organised and ready to learn Ask permission to leave the classroom Complete set tasks including homework Take an active role in classroom activities Strive for Excellence - Set personal goals and seek feedback Stay on task and be persistent 	<ul style="list-style-type: none"> Help others Participate in games and activities to the best of your ability Return equipment to the appropriate place Remain on school grounds 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Cross roads at pedestrian crossings only Walk bikes on school grounds Wait away from the curb at bus stops Be prepared for excursions including correct uniform and equipment Actively participate in excursion activities
 Respect Our school community values the rights, safety and perspectives of others	 Be Respectful	<ul style="list-style-type: none"> Wear full school uniform at all times Accept differences e.g. culture and disability Keep hands, feet and objects to yourself Respect others' personal space and property Respect the privacy of others in toilet areas Address others politely e.g. say "please" and "thank you" 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener Use electronic devices only when given permission Respect the learning time of others 	<ul style="list-style-type: none"> Play fairly - take turns, invite others to join in and follow rules Avoid any conflict with others Respect the environment - do not litter Respect school facilities, equipment and landscape 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Speak politely to members of the public Wait your turn when boarding buses and allow adults to board first Stand for adults on the bus
 Community Our community partnerships enrich learning and the school experience	 Be Safe and Responsible	<ul style="list-style-type: none"> Act safely at all times Care for equipment Be hygienic and wash hands Accept consequences for personal behaviour Report bullying Follow procedures: line-up, place bags in designated areas, wait your turn 	<ul style="list-style-type: none"> Follow all class routines Follow all directions given by adults Leave your bag in an appropriate area 	<ul style="list-style-type: none"> Speak out for others - do not accept bullying Be sun safe; wear your school hat Report any damage to school property Walk in an orderly fashion on pathways Pick up litter 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Wear full school uniform travelling to and from school Keep your belongings nearby Mentor younger students Keep off private property

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted in Year Level groups and by Form Class teachers

- School Assemblies

- School Newsletter

Parents and Staff

The table below outlines Craigslea SHS's expectations for parents when visiting our school and the standards we commit to as staff.

<i>What we Expect to see from You</i>	<i>What you can Expect from Us</i>
You make an appointment to speak with the Year Level Coordinator, Deputy Principal 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 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.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, website and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the Year Level Coordinator or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Craig'slea State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team provides information to staff and parents about successful practices.
- Induction programs in the school's Student Code of Conduct, Student Behaviour Expectations to new students and to new and relief staff.
- Individual learning plans developed with students, parents and (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) ***Appropriate Use of Mobile Telephones and other Electronic Equipment by Students***
 - procedures for ***Preventing and Responding to Incidents of Bullying*** (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the ***Use or Possession of Weapons*** including knives and any other objects that could be perceived as a weapon, including knives, in school. (Appendix 3)
 - procedures addressing ***Appropriate Use of Social Media*** (Appendix 4)

Reinforcing Expected School Behaviour

At Craig'slea State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. All staff members are trained to give consistent and appropriate recognition and reward to students to acknowledge positive behaviours.

Student **positive behaviour** is formally recognised through semester award presentations - *Striving for Excellence* awards. These student awards are based on bench mark standards achieved in 'effort' and 'behaviour' on end of semester reports.

Teachers are encouraged to use OneSchool to record positive behaviour of individual students. "Rewards Days" are organised by the 7 to 9 Year Level Co-ordinators to acknowledge those students whose behaviour has consistently met school expectations.

The Craig'slea SHS Principal's Cup is used to embrace and promote the variety of abilities and achievements of our students. This initiative further enhances our positive school identity through the public acknowledgement of the contribution students make through their consistent demonstration of the Craig'slea SHS values, namely, learning, respect and community.

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-Directing Low-Level and Infrequent Problem Behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted Behaviour Support

Targeted behaviour support is utilised for a small proportion of students. Early intervention strategies implemented are done so after consultation and consideration of evidence and data available. For students with disabilities, all targeted behaviour support is implemented after consultation with Head of Special Education Services and the student's program manager.

Some examples of early intervention strategies may include:

- individual classroom adjustments to learning or instruction
- pre-teaching or pre-corrections
- regular communication with parents or family
- individual Behaviour Support Plan
- check in/check out program
- small group instruction
- specialist support (e.g. guidance officer)
- contact with external community agencies

At Craigslea State High School a range of student support processes are provided through the Student Support Services Team. This team is managed by the Guidance Officer and includes Year Level Coordinators, Deputy Principals, School-based Youth Health Nurse and Chaplain.

Deputy Principals and Year Level Coordinators regularly analyse student academic, attendance and behaviour data to identify students 'at risk'. This includes students who return from suspension or are enrolled at the school after being excluded from another school.

Support programs can be implemented for an individual student which can include a personal plan and mentor/ case-manager or small group programs which target specific behavioural skills.

Intensive Behaviour Support:

Craigslea State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Student Support Services Team:

- identifies appropriate case-managers for students.
- works with other staff members to develop appropriate behaviour expectations and strategies.
- monitors the impact of support for individual students through continuous data collection.
- provides consistent strategies and adjustments outlined within the Individual Learning Plan.

The Deputy Principal, Guidance Officer and Year Level Coordinator work collaboratively to identify one male and one female student per term to refer to the LASER and GGG programs run by the Region's Intensive Behaviour Team. The Guidance Officer completes the referral in conjunction with the parent/carer and visits the students on site and provides ongoing support including reintegration back to school.

Emergency Situation or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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.
- Maintain calmness, respect and detachment. Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner. Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - assisting the individual student after the incident 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.
 - recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member.
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Craigslea State High School staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Selected Student Support staff undergo crises intervention training for situations that arise, such as those previously mentioned.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

Staff should verbalise calmly and clearly their intent to use a physical intervention and its purpose.

For example: "I am going to stand between you so that..."

"I am placing my hand here to prevent..."

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment.
- physical intervention must not be used when a less severe response can effectively resolve the situation.
- the underlying function of the behaviour.

Any Physical Intervention Made Must:

- be reasonable in the particular circumstances.
- be in proportion to the circumstances of the incident.
- always be the minimum force needed to reduce the risk of harm to self or others.
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report
- Student Record of Incident (as per process for Natural Justice)

Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

- promoting an environment which is responsive to the diverse needs of its students,
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent,
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised learning plan); and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time.
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
 - receive adjustments appropriate to their learning and/or disability needs.
 - provide written or verbal statements that will be taken into consideration in the decision-making processes.
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Disciplinary Consequences

Craigslea State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded on OneSchool by the staff member who initially dealt with the incident.

Minor and Major Behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the HODs/YLCs and /or school Administration team and HODs.

The Craigslea SHS Student Management Flowchart informs staff regarding the behaviour referral process. (See Appendix 5). Staff undergo annual familiarisation with the referral process and flowchart.

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
 - names the behaviour that student is displaying.
 - asks student to name expected school behaviour.
 - states and explains expected school behaviour if necessary.
 - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others.
- put others / self at risk of harm.
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration (including Principal, Deputy Principal, and Head of Department and Year Level Co-ordinators) because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then, where appropriate, escorts the student to the Head of Department, Year Level Co-ordinator or Administration. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, parent contact

And / Or

- **Level Two:** Parent contact, referral to Guidance Officer, referral for specialist behaviour services, short (1 - 10 days) suspension from school, out-of-school hours detentions. Discipline Improvement Plans may be used to support students upon return to school. (See Appendix 6)
- **Level Three:** Students who engage in serious unacceptable behaviours such as physical assault or the use/supply or possession of weapons (including knives), drugs or alcohol may receive a School Disciplinary Absence (long (11 - 20 days) suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour. Discipline Improvement Plans may be used to support students upon return to school. (See Appendix 6)

Definition of Consequences*	
Time Out	<p>A Principal or teaching staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A Principal, Head of Department or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p> <p>An out-of-school hours detention may be used as a strategy by DPs, HoSES or Principal. This would be negotiated with the parent/s i.e. day, time and duration of the detention along with the responsibilities of the student, parent and school in relation to supervision arrangements.</p>
Restitution	<p>Student may be requested to provide monetary restitution for vandalism or community service. In situations of bullying, 'restorative practices' may be used.</p>
Temporary Removal of Property	<p>A Principal, Deputy Principal, Head of Department or teacher of the school has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i>.</p> <p>Access to the school digital network and or the internet may be suspended for breaches of the 'Acceptable Use' policy</p>

School Disciplinary Absences (SDA)	
Suspension	<p>A Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Other conduct that is prejudicial to the good order and management of the school.
Discipline Improvement Plan	<p>Facilitated by a HOD, DP or Principal, a Discipline Improvement Plan is a written agreement that articulates strategies to improve a student's behaviour, expectations for behaviour, consequences and support to be provided to the student.</p>
Proposed Exclusion or Recommended Exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Disobedience • Misconduct • Other conduct that is prejudicial to the good order and management of the school, or • Charge related offence.
Cancellation of Enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [**Safe, Supportive and Disciplined School Environment**](#) for further details.

The following table outlines examples of minor and major behaviour incidents*

	Area	Minor	Major
Learning	All	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non-compliance Unco-operative behaviour 	
	Classroom	<ul style="list-style-type: none"> Persistently unprepared for learning e.g. not bringing requested equipment Minor disruption to class Plagiarism/ cheating Not following directions Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Persistent non-completion of set work Major disruption to class Persistent plagiarism Cheating in exams
	Attendance	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Truancy Continued whole school day truancy Persistent truancy despite intervention strategies
	Using Technology	<ul style="list-style-type: none"> Mobile phone or other electronic device sighted during school hours (8.50am to 3.00pm) unless expressly permitted by the supervising staff member 	<ul style="list-style-type: none"> Actions which are contrary to the school's 'Acceptable Use' policy

	Area	Minor	Major
Safety	Dress Code	<ul style="list-style-type: none"> Incorrect uniform 	<ul style="list-style-type: none"> Persistent refusal to follow directions related to compliance with the dress code
	Outdoor areas	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (e.g. lying to staff, forging notes) 	<ul style="list-style-type: none"> Major dishonesty that impacts on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone or other electronic device sighted during school hours (8.50am to 3.00pm) unless expressly permitted by the supervising staff member 	<p>Actions which are contrary to the school's 'Acceptable Use' policy including:</p> <ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or recording purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

	Area	Minor	Major
	Other		<ul style="list-style-type: none"> • Possession or supplying of illicit substances and/or implements • Students who are deemed to be under the influence of alcohol or drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school • Possession or consumption of alcohol
	Smoking (including vaping)		<ul style="list-style-type: none"> • Smoking on school grounds • Vaping on school grounds • Possession of vape • Possession of or supplying illicit implements on school grounds • Smoking or vaping whilst travelling to and from school

	Area	Minor	Major
Respect	Media Contact		<ul style="list-style-type: none"> • Contact or supply media outlets (or facilitate this) with information or material which: <ul style="list-style-type: none"> - May harm other students or staff or - Which leads to the school being represented negatively
	Physical Contact	<ul style="list-style-type: none"> • Minor physical contact (e.g. pushing and shoving) • Inappropriate intimacy (e.g. kissing) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft (or attempted theft) • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Minor defiance • Minor bullying (e.g. silly teasing) 	<ul style="list-style-type: none"> • Major bullying • Blatant disrespect • Major defiance • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate Inappropriate or Unacceptable Behaviour to Expected School Behaviours

School expectations of appropriate behaviour are clearly articulated by staff every day, in every classroom and during each break.

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour,
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour

At Craigslea State High School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing via the suspension letter. The time of these meetings can be renegotiated by parents/caregivers. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending along 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-meeting will follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Typical Agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Thank student and parent/s for attending

Reasonable Adjustments

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

School Policies

Craigslea SHS has tailored school discipline policies designed to ensure students, staff and visitors work co-operatively to create and maintain a supportive and safe learning environment

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The Temporary Removal of Student Property by School Staff Procedure outlines the processes, conditions and responsibilities of 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 school staff will consider:

- The condition, nature or value of the property
- The circumstances in which the property was removed
- The safety of the student from whom the property was removed, other students or staff members
- Good management and administration 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 Craigslea SHS 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, vapes and e-cigarettes)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. firestarters, moth balls, lighters)
- Poisons (e.g. weedkiller, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

*No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

**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 alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines)

Responsibilities

State school staff at Craiglsea SHS:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy, 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);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

APPENDIX 1: The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned from School

Our school has a voluntary Bring Your Own Device program which permits students to bring a personal technology device (that meets our published minimum technical specifications) to school to assist them with their learning. Appropriate devices include iPads, laptops and some tablets. These devices must be registered with our BYOx network to be used at school. Once registered, these devices are called “BYOx devices”.

Apart from BYOx devices, students must not bring valuable personal technology devices like cameras, digital video cameras or other electronic devices to school (unless specific permission has been provided by a staff member) as there is a risk of damage or theft. Such devices may be confiscated by school staff and then may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

Permitted personal technology devices, including BYOx devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once may not be permitted to have a personal technology device at school for at least one week, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school, other than BYOx devices, is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording Voice and Images

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

We uphold the value of trust and the right to privacy at Craigielea State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony. Recording of events in class is not permitted unless express consent is provided by the class teacher. A student who uses a personal technological device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into disrepute, is considered a breach of this policy. Even when consent is obtained for such recording, the school will not tolerate images or sound captured by personal technological devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals of the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may or will occur. (NOTE: Department of Education does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.)

A breach of this policy may cause the student to be subject to consequences (including suspension and proposal/recommendation for exclusion), if he/she/they are involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or
- knowingly being a subject of a recording

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

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and consequences will be applied to the sender and possible referral to Queensland Police Service. Students receiving such text messages at school, should ensure they keep the text message as evidence and bring the matter to the attention of their Year Level Co-ordinator and/or Deputy Principal for their cohort.

Recording Private Conversations and the Invasion of Privacy Act 1971 (Modified 5 June 2017)

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which he/she/they is not a party, to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Electronic equipment and personal technological devices include, but are not limited to the following devices: cellular smart watches, portable gaming devices, mobile phones, iPad tablet device, and similar games, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, tablet PCs and devices of a similar nature.

APPENDIX 2: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

Craigieburn State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures,
- raising achievement and attendance,
- promoting equality and diversity; and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Craigieburn State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Craigieburn State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- all students know the 3 school values and have been taught the expected behaviours attached to each rule in all areas of the school.
- all students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- all students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety. For example, how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages. If cyber bullying occurs they should:

- not to respond to messages but keep them to report to parents and/or teachers immediately.
- report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.
- parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the **Office of the e-Safety Commissioner** or the Queensland Police Service.

Within the Craigslea State High School pastoral care programme (CAB – Craigslea and Beyond) bullying, including cyber safety, is addressed across targeted year levels in a school-wide schedule devised by our Year Level Coordinators.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Craigslea State High School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Craigslea State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Craigslea State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Craigslea State High School - 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](#).

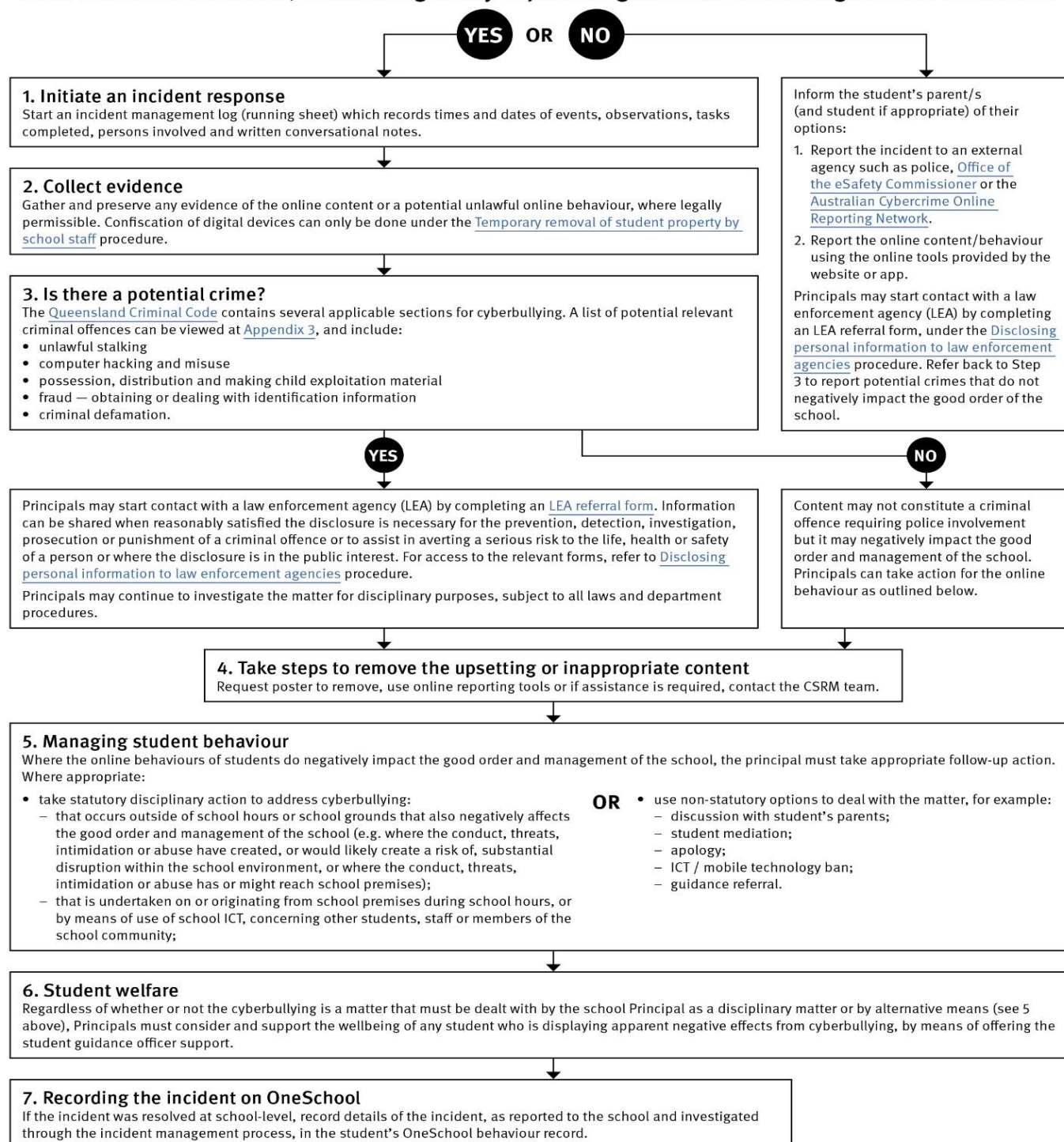
Explicit images

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.

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



APPENDIX 3: Working Together to Keep Craigslea State High School Safe

We can work together to keep knives out of school. At Craigslea State High School:

- every student has the right to feel safe and be safe at school.
- no knives are allowed to be taken to school by students.
- there is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- 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 Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, Principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences, including exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.
- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

How can parents help to keep Craigslea State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of the school administration team, including the Principal, Deputy Principals or Heads of Department.

APPENDIX 4: Appropriate Use of Social Media

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

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

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

No student of Craigslea State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Craigslea State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Craigslea State High School, whether those behaviours occur during or outside school hours.

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

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate Use of Social Media - Students

Students of Craigslea State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

Craigslea State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

If inappropriate online behaviour impacts on the good order and management of Craigslea State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Appropriate Use of Social Media - School Community

The internet, mobile phones and social media provide wonderful opportunities for students 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?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. 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 upset, 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. Parents are their child's first teachers - so they will learn online behaviours from you.

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, 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.

Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation.

There are significant penalties for these offences.

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

APPENDIX 5: Student Behaviour Management Flowchart



Craigslea
State High School

Student Management Flowchart

IN CLASS

MAJOR Behaviour / Curriculum Infringements

CLASSROOM TEACHER

Refers to Student Code of Conduct

OneSchool

Records Incident in OneSchool

Staff member determines if the behaviour is level 1, 2 or 3

MAJOR behaviour infringements are managed by teachers using the Student Code of Conduct. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of the expected school behaviour





Craig'slea
State High School

Student Management Flowchart

IN CLASS

MINOR Behaviour / Curriculum Infringements

Responds at Time of Incident

Redirects the learning

Corrective consequences, e.g. lunchtime detention, parent/caregiver notification, buddy class referral

Minor Behaviour Record if necessary **OneSchool**

CLASSROOM TEACHER

The relationship between teacher and student and the teaching / learning process is central to productive classrooms

Rewards Positive Behaviours

Records in ID Attend

Positive Behaviour Record **OneSchool**

MINOR behaviour infringements are managed by teachers using the CITW strategy - Creating the Environment for Learning and ESCM - Essential Skills for Classroom Management.

Where there is a further infringement the following process will be followed.

TEACHER

- Responds at time of incident
- Records incident in **OneSchool**
- Contacts parent/caregiver
- Refers to Curriculum HOD/HOES
- Consults with colleagues / Seek classroom feedback

Student Corrects Behaviour

Teacher begins action to restore relationship with student

Further Infringement

- Records incident in **OneSchool**
- Refers to Curriculum HOD / HOES

CURRICULUM HOD / HOES

- Facilitates disciplinary action
- Manages incident in **OneSchool**
- Contacts parent/caregiver

Student Corrects Behaviour

Teacher begins action to restore relationship with student

Further Infringement

- Records incident in **OneSchool**
- Refers to Junior Secondary HOD (7 to 9) or YLC (10, 11 and 12)

YEAR 7 TO 9 JUNIOR SECONDARY HOD / YEAR 10, 11 AND 12 YLC

- Facilitates disciplinary action / may include monitoring sheet
- Manages incident in **OneSchool**
- Contacts parent/caregiver

Student Corrects Behaviour

Teacher begins action to restore relationship with student

Further Infringement

- Records incident in **OneSchool**
- Refers to Deputy Principal

DEPUTY PRINCIPAL

- Gathers evidence, meets with student
- Supports student to modify their behaviour

Further Infringement

- Records to PRINCIPAL

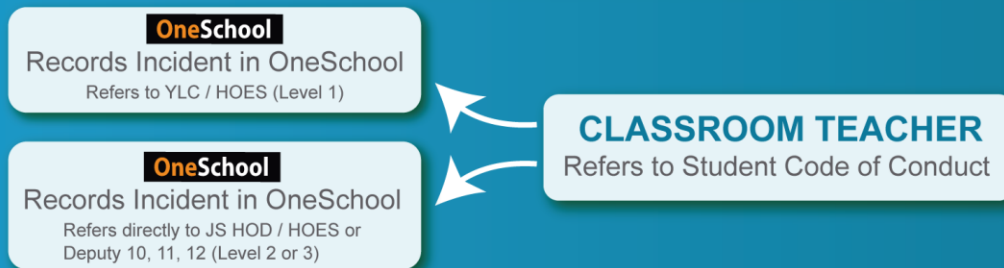


Craig'slea
State High School

Student Management Flowchart

OUT OF CLASS

MAJOR Behaviour / Infringements



MAJOR behaviour infringements are managed by teachers using the Student Code of Conduct.

LEVEL 1	LEVEL 2	LEVEL 3
YEAR LEVEL COORDINATOR / HOES	HOSE / JNR SECONDARY HOD / DEPUTY 10, 11, 12 (Critical and sensitive incidents to be coordinated in partnership with DP)	Students who engage in serious unacceptable behaviours Significantly violates the rights of others Put others / self at risk of harm DEPUTY PRINCIPAL / PRINCIPAL
<ul style="list-style-type: none"> Investigates incident Facilitates disciplinary action in consultation with Junior Secondary HOD / DP Contacts parent/caregiver Manages incident in OneSchool 	<ul style="list-style-type: none"> Investigates incident Facilitates disciplinary action 7 to 9 YLC consults with Junior Secondary HOD with regard to consequences Manages incident in OneSchool - completes ADMIN FOLLOW UP Contacts parent/caregiver Instigates targeted intervention and outside agencies, if required 	<ul style="list-style-type: none"> WITNESSING STAFF MEMBER to complete OneSchool report Gathers evidence, meets with student Contacts parent/caregiver Facilitates disciplinary action Manages incident in OneSchool Supports students to manage their behaviour Accesses support from GO / outside agencies
Consequences applied e.g. time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, parent contact	Consequences applied e.g. parent contact, referral to GO, referral for specialist behaviour services, out of school hours detentions Short (1 to 10 days) suspension from school to be managed by DP	Consequences applied e.g. school disciplinary absence (long 11 to 20 days) suspension, Discipline Improvement Plans may be used to support students upon return to school



Craig'slea
State High School

Student Management Flowchart

OUT OF CLASS

MINOR Behaviour / Infringements

Responds at Time of Incident
Redirects the behaviour

CLASSROOM TEACHER

Refers to school behaviour expectations

Rewards Positive Behaviours
Records in ID Attend
Positive Behaviour Record **OneSchool**

MINOR behaviour infringements are managed by teachers using the ECSM and referring to school behaviour expectations

TEACHER

- Responds at time of incident
- Records incident in **OneSchool**
- Informs YLC or HOES

Student Corrects Behaviour

Demonstrates school behaviour expectations

Further Infringement

- Refers to YLC

YEAR LEVEL COORDINATOR

- Facilitates disciplinary action
- Manages incident in **OneSchool**
- Contacts parent/caregiver
- Refers to HOES / Junior Secondary HOD

Student Corrects Behaviour

Demonstrates school behaviour expectations

Further Infringement

- Refers to Junior Secondary HOD (7 to 9)
- Refers to 10, 11 and 12 DP

YEAR 7 TO 9 JUNIOR SECONDARY HOD / YEAR 10, 11 AND 12 DEPUTIES

- Facilitates disciplinary action / may include monitoring sheet
- Manages incident in **OneSchool**
- Contacts parent/caregiver
- Refers to DP responsible

Student Corrects Behaviour

Teacher begins action to restore relationship with student

APPENDIX 6: Discipline Improvement Plan - Exemplar

Student's Name

Student Problem Behaviour/Incident

Insert description of behaviour(s) / incident(s) that has led to the requirement for this plan.

School Support

Insert description of support, resources, program / strategies to assist the student's improvement.

Expected Behaviour

Examples:

- You will be punctual, attend school and participate in all classroom learning activities for the next two weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the guidance officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other children.
- You will check in and check out daily with (staff member name) every morning at 8:30 for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for Non-Compliance

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).

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People Who Can Support You

Include name of school support people

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Agreement

I/We agree to Student Name's plan outlined above and understand that this plan will begin on **day month year** and be reviewed on **day month year**.

Signatures

Student _____	Principal _____
Date _____	Date _____
Parent/s _____	Other _____
Date _____	Date _____

Review Date

This is an **optional resource only** – a discipline improvement plan can take any form.

APPENDIX 7: Mobile Phones and Other Devices - Acceptable Use Policy

For the purposes of this policy, 'mobile phones and other devices' include mobile phones, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet. Smart watches may be worn; however, notifications are to be switched off during school hours.

As Craigslea SHS is a Bring Your Own Device (BYOD) school, laptops and iPads are the identified technology for class use. Students who wish to use laptops or iPads for study purposes during the breaks are permitted to do so in the library.

Statement of Intent

Craigslea SHS is committed to reducing the distraction of mobile phones. This will ensure optimal learning and teaching as well as creating a safe environment that prioritises student engagement and wellbeing. This policy ensures that distractions in all learning environments are minimised and the privacy of others and the good order and management of the school is maintained.

Guidelines

- All mobile phones are to be switched off and out of sight (in a school bag), during school contact hours and while attending school activities, such as representative school sport, excursions and camps. School contact hours are from 8.50 am to 3.00 pm each day
- Smartwatches are to have notifications switched off during school hours
- Teachers may give permission for students to use their mobile phone in the classroom for a specific and agreed educational purpose

Acceptable Usage Guidelines during Lunch Hours

- During nominated hours, students are allowed to access phones ONLY in the marked zone to pay for canteen purchases, school payments at the cashier and uniform shop purchases. No other use of phones is allowed in the zoned area.

Acceptable Usage Guidelines outside of School Contact Hours

- Students may only use mobile phones and other electronic devices for personal use before and after school
- Students are expected to display courtesy, consideration and respect for others when using a mobile phone
- Students must not make any type of recording of other students or activities. Invasion of privacy through recording of conversations or activities and/or further distribution of such material will result in disciplinary action and contravenes the Invasion of Privacy Act 1971 (Qld)

Emergency Contact

- Parents / carers wishing to urgently contact their students, or vice versa, are required to do so through the school office on 3326 5222.

Special Circumstances Arrangement

Principals (or their delegates) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their mobile phone during the school day (for example, to assist with a medical condition or other disability).

Students who choose to bring mobile phones or personal technology devices to school do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. No liability will be accepted by the school in the event of loss, theft or damage to any device.

The following procedure is in place for Non-Compliance of Mobile Phone Policy

- Teacher will issue a warning that mobile phones are shut down, out of sight and in school bags.
- If a mobile phone is sighted or heard following a warning, the **student** will be required to hand the phone in to the office where it will be logged and stored securely until 3.00pm.
- If a phone is submitted during class time, office staff will issue a receipt for the phone and record the submission in ID Attend. This receipt will be shown by the student to the class teacher. The breach will be recorded in OneSchool by the class teacher and referred to the Head of Department (HOD). HOD contacts parent/carer.
- If a phone is submitted during a break, the submission of the phone to the office will be relayed to all staff via email and recorded in ID Attend. The breach will be recorded in OneSchool by the Playground (PGD) teacher and referred to the Year Level Coordinator (YLC). YLC contacts parents/carer.
- Refusal to submit a phone to the office is a refusal to follow a teacher direction and will be considered a major breach of the school's Student Code of Conduct.

Some Related Resources

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together Resources for Schools*
- *Cyber Safety and Schools Resources*
- *Bullying. No way!*
- *Take a Stand Together*