



Clontarf Beach State High School

Student Code of Conduct

2025-2028

Equity and Excellence

Equity and Excellence renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community, and delivering sustainable investment in schools for the future.

Queensland Department of Education
State Schools Strategy 2021-2025

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Endorsement

Principal Name:	Cath Pfingst
Principal Signature:	
Date:	20/11/2024
Parent Forum Representative Name:	Dan Williams
Parent Forum Representative Signature:	
Date:	06/11/2024

Purpose

Clontarf Beach State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, parents and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Clontarf Beach State High School Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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Principal's Foreword

Since 1964, Clontarf Beach State High School has provided quality education to thousands of students on the Redcliffe Peninsula. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our school aims to make the difference for every student which underpins our vision statement: Clontarf Beach State High School is a learning community empowering future-ready students, as global citizens. Our school motto - Pride, Passion, Pathways - guides our work every day. When we have pride in ourselves and our school and have passion for what we do, we can create our own pathway to a successful future.

An education at our school seeks to create a community context in which learning can occur through establishing partnerships that will create a rich and vibrant school life for our students. A focus on learning through setting high expectations and achieving the highest performance possible is our philosophy.

Through our house structure we offer a truly unique learning environment that ensures every student in the school is known and their learning needs are planned. Students from years 7 – 12 are teamed into 'family groups' for care class. This experience provides models of leadership and responsibility for every student, every day. Being linked to and acquainted with students from all year levels builds a strong school community. Our house structure provides the basis of our student monitoring system ensuring that every student's progress is managed and that there is a strong emphasis on high performance. Additionally, our Care programs nurture and grow commitment, resilience and success. This system is particularly supportive of our Junior Secondary aged students as they enter the high school environment.

OUR VISION is that Clontarf Beach SHS is a learning community empowering future-ready students as global citizens.

OUR PURPOSE STATEMENT is to make a difference for every student.

OUR MOTTO is PRIDE in ourselves & our school, PASSION for what we do & choosing our own PATHWAYS for success.

OUR VALUES: Respect, Responsibility, Resilience, Wellbeing.

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

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

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

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Our school community has identified the following school expectations to teach and promote our high standards of quality learning and responsible behaviour:

✓ **Be Prepared**

✓ **Be Responsible**

✓ **Be Respectful**

✓ **Be Safe**

Our Student Code of Conduct outlines our school processes for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. We aim to create a positive and productive learning environment where all school community members clearly understand their role in the educational process and enact this consistently. At Clontarf Beach State High School we aim to “make the difference” for every student. Our school motto “Pride, Passion, Pathways” is inherent in this policy. When we have pride in ourselves and have passion for what we do, we can choose our own pathway to a successful future.

If the school data indicates that more than 10-15% of students require targeted support, then a review of the Universal Support level is needed to address the basic implementation and quality of instruction.

School behaviour data is regularly interrogated and when this data indicates that a particular level of support is not working effectively then a review of the level is undertaken to address the basic implementation and quality of instruction.

Multi-Tiered Systems of Support

Clontarf Beach State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model where school staff match increasingly intensive interventions to the identified needs of individual students.

Universal Support

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and the school behaviour expectations. This involves:

- teaching behaviours in the setting they will be used.
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account.
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them.
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements can be made to our systems and approaches.

Targeted Support

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

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

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain.
- variations within each intervention are limited.
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Individualised Support

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

Individualised supports continue to build on the lessons and supports provided at the first two levels, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Individualised supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- PREVENT problematic behaviour.
- TEACH the student an acceptable replacement behaviour.
- REINFORCE the student's use of the replacement behaviour.
- MINIMISE the payoff for problem behaviour.

Individualised supports exist along a continuum. Many students can benefit from the development of a simple support plan that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive support plan that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive support plan and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Student Wellbeing

Clontarf Beach 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 class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Policy and expectations

Within a school community, there are a range of health and wellbeing issues which are addressed through school policies and procedures. In particular, mental health and suicide prevention and post-vention are addressed in the following ways:

Mental health

Clontarf Beach State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a student plan.

Students are supported through the collaborative input of the Student Support Team at the direction of the guidance officer. Student Support team members liaise with students, their families, house leaders and house deans as well as external support agencies to facilitate external referral and support where appropriate.

Suicide Prevention

Clontarf Beach State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer or other appropriate staff. Responses are supported and guided by Headspace School Support which plays a collaborative role in coordinating suicide prevention, immediate response and post-vention measures.

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, Clontarf Beach State High School staff, coordinated by the guidance officer, 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, which may include the composition of a safety plan and/or collaboration with external mental health services (e.g. CYMHS).
- Parents/guardians are advised.
- all actions are documented and reported.

Suicide Post-vention

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

Where a suicide has occurred on school grounds or at a school event, Clontarf Beach 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. Responses are enacted according to the Clontarf Beach State High School Post-vention Response Plan.

Student Support Network

Clontarf Beach 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. The house system is the central pillar of this support and all students are supported and monitored by their care class teacher, house leader and house dean. In addition to the assistance provided by 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 any teacher or support staff member at Clontarf Beach 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 guidance officer on 34804777.

Student Support Roles

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • coordinates student support provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • Ensure the welfare and safety of students through reporting Student Protection concerns where appropriate • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Indigenous Support Worker	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities with an emphasis on enhancement of student attendance and engagement in school • liaises with school staff, families and external support agencies to provide informed referral and support • collaborates with other Student Support team members
Broncos Indigenous Girls Academy Worker	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal girls with an emphasis on enhancement of student attendance and engagement in school • liaises with Indigenous Support Worker in providing informed referral and support • collaborates with other Student Support team members
Community Elder	<ul style="list-style-type: none"> • available to provide support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
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. • liaises with school staff, families and external support agencies to provide informed referral and support <ul style="list-style-type: none"> ○ collaborates with other Student Support team members
School-Based Police Officer (SBPO)	<ul style="list-style-type: none"> • provides support to students on legal issues that may affect schooling. • supports and advocates for students.
School Chaplain	<ul style="list-style-type: none"> • provides counselling and pastoral care of students • Liaison with school staff, families and support agencies in support of students • collaborates with other Student Support team members
Youth Support Coordinator	<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"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing. • liaises with school staff, families and external support agencies to provide informed referral and support • collaborates with other Student Support team members

Principal	<ul style="list-style-type: none"> • student advice, mediation, referral to outside agencies, alternative program etc.
House Deans	<ul style="list-style-type: none"> • liaise with student support team members through guidance officer • monitor attendance, behaviour and academic data to identify areas of additional need • liaise with school staff to ensure student engagement and welfare and make referral to student support team where appropriate.
House leaders	<ul style="list-style-type: none"> • responsible for student welfare at all year levels • 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.
Care Teacher	<ul style="list-style-type: none"> • monitors academic progress, attendance and social emotional well-being. • ensures students feel safe and comfortable and want to come to school
Head of Department (HOD)	<ul style="list-style-type: none"> • specific curriculum support in collaboration with HL and class teacher.
HOSES	<ul style="list-style-type: none"> • coordinate support, advocacy and inclusive practices for students with disabilities
Class Teacher	<ul style="list-style-type: none"> • curriculum support, monitor academic progress, student advice. • ensures students feel safe and comfortable and want to come to school

The following programs work in close partnership with the school and students are able to access these through referral by the support network.

Program	What they do
Peninsula Secondary Schools Program	Alternative education program for Year 7 – 9 students who have behavioural issues and/or have disengaged from schooling.
Worklinks: Get set for Work program (Strathpine and Kippa-Ring)	Support for students aged 15-21 at risk of not completing schooling to Year 12.
Starfish program (Yourtown)	Provides at school counselling for student mental health support.
Youth At Risk Network (YARN) – Redcliffe Area Youth Space	YARN (Youth at Risk Network) referrals can be made for students of all ages of who are at risk of disengaging. Multi-agency meetings held monthly to provide support options. Held at RAYS.
CADA Centre Against Domestic Abuse	Provides at-school counselling for students who have been impacted by domestic violence.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include principal advisor student protection, guidance officer (mental health, guidance officer (student engagement and welfare) and senior guidance officers. The school also accesses and provides referrals to a number of outside support agencies. For more information about these services please call the school and speak with the guidance officer.

Whole School Approach to Discipline

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with their student's house leader or make an appointment to meet with the principal.

Approaches to Facilitating Standards of Positive Behaviour

Effective Instructional Design for Learning

The consistent use of the following strategies is proven to establish a positive, safe and supportive teaching and learning environment. Effective implementation of these strategies results in more effective learning behaviours.

- Establish and communicate learning goals, track student progress, and celebrate success.
- Help students effectively interact with new knowledge, practice and deepen their understanding of new knowledge, and generate and test hypotheses about new knowledge.
- Engage students actively in their learning.
- Maintain consistent and fair classroom rules and procedures.
- Recognise and acknowledge adherence and lack of adherence to classroom rules and procedures.
- Establish and maintain effective relationships with students.
- Communicate high expectations for all students.
- Develop effective lessons organised into a cohesive unit inclusive of differentiated learning.

Student Leadership Pathways

At Clontarf Beach State High School, students of all year levels may become a student leader through a nomination and application-based selection process. Successful applicants form the Student Leadership Team. Students are inducted at the beginning of Semester 2 with positions running for one year.

In the Junior Phase, students can run for Junior School Captain, Junior House Captain and Junior Cultural Captain. These students' duties include speaking on Junior Phase assemblies, leading extra-curricular activities, attending Student Leadership Team meetings and assisting at school events.

As students move into their Senior Phase, they can nominate for House, Sports, Cultural, Creative Arts and School Captain roles. Their duties are similar to the Junior Captains within the Senior Phase but Senior Leaders also take on more responsibility for proposing fundraisers and events through the Senior Executive Team.

Outside of these duties, the Student Leadership Team engages in opportunities to develop their leadership capabilities for their schooling and beyond through excursions and guest speakers.

Induction Year Level	Possible Student Leadership Positions
Years 7 to 9	Junior School Captain, Junior House Captain, Junior Cultural Captain
Year 10	House Vice Captain, Cultural Captain
Year 11	School Captain, School Vice Captain, House Captain, Sports Captain, Creative Arts Captains

Care Programs

Students attend Care class every morning for roll marking and notices and every Tuesday period 2.

- It is a vehicle for expectations and consistency to be actively promoted.
- The focus is CBSHS's common language of learning.
- High expectations and school rules are reinforced.
- Each lesson focusses on:
 - Being prepared, being responsible, being respectful and/or being safe.
 - Pride, Passion, Pathways; through respect, responsibility and courage.
 - Relationship building - student/ student and teacher/ student.
 - Academic vision includes explicit student academic goal tracking.

Student Rewards Program

Clontarf Beach State High School's House system permeates all facets of School life. By providing a consistent way of participation and achievement gaining points throughout all school events houses can build and maintain strong house cultures.

House Challenges during lunch hour – A variety of fun activities eg. Marshmallow eating competition, Trivia quiz. House competitions will result in points being awarded to the Houses of those who participate.

Whole School Sporting events eg. Swimming, Athletics and Cross Country Carnivals, will also be included in the house points system.

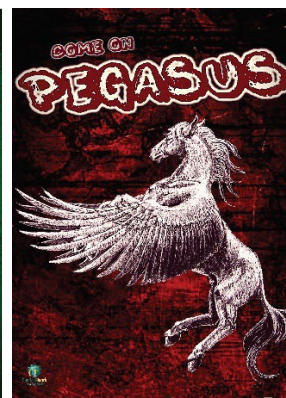
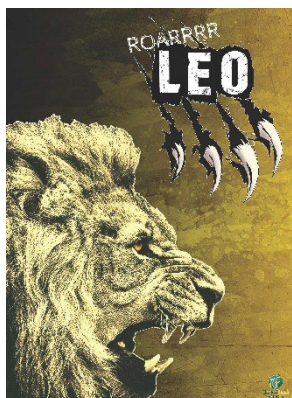
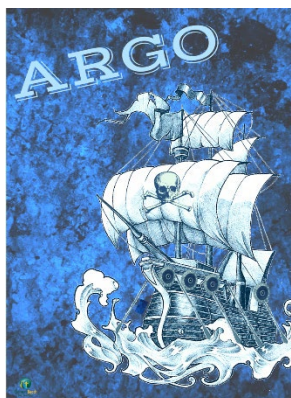
House Rewards Day- A special Rewards Days happen for the winning house for each term. These usually include excursions to local fun parks such as Flip Out, Aqua Park and Laser Tag for terms 1, 2 and 3. The winning house overall will participate in an excursion to Aussie World.

Postcards- teachers may send a "Be postcard" at any time for a student who has done well in any type of school related activity.

House Spirit Award- each week- Care teachers may nominate a student from their care group to receive this award. These students have shown exemplary participation for their house. They may attend Rewards Day also.

Achievement Certificates- at each reporting period students with very good/ excellent academic, effort and/or behaviour reports will receive a Dean's Award. Students with outstanding attendance also receive a certificate in recognition and go into weekly draws at House Assemblies to win tuckshop vouchers.

House Trophy- the winning house will be awarded at the end of the year.

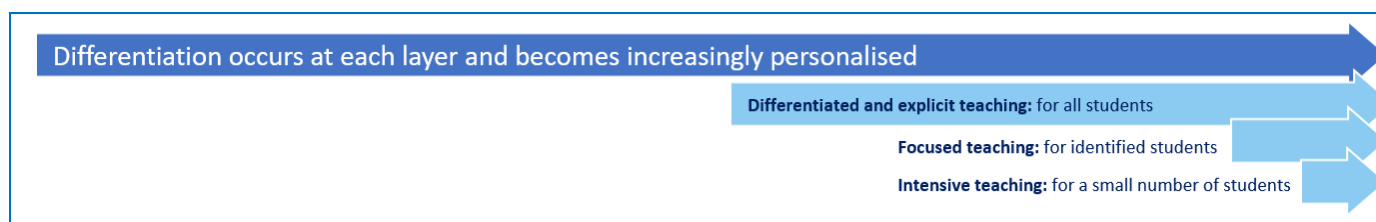


Differentiated and Explicit Teaching

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

Teachers at Clontarf Beach State High School adapt what and how they teach, as well as how students demonstrate their understanding, to support the diverse learning needs of students as part of this differentiated approach to behaviour. Decisions about differentiation are made in response to data and day-to-day monitoring that reflects the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.


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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Classroom Expectations

Every classroom in our school uses the Classroom Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. It is a guide to what students are expected to do and what is likely to happen if they don't behave as expected, persistent or escalating behaviours may result in more serious or alternate consequences.



Clontarf Beach

State High School

Our motto is
pride, passion, pathways

Classroom Expectations

The expectation is to:

- ▶ arrive on time in the correct uniform and lineup with all required resources.
- ▶ keep hands to yourself and respect others.
- ▶ listen carefully and follow instructions.
- ▶ use respectful language and gestures.
- ▶ speak respectfully when invited by the teacher.
- ▶ use equipment appropriately and with teacher permission.
- ▶ complete all set work with effort.
- ▶ exit the classroom when dismissed by the teacher.
- ▶ meet all obligations by the due date.

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL

BE PREPARED

	✓	✓	✓
✓		✓	
✓	✓	✓	
✓		✓	
✓		✓	
	✓	✓	
	✓		✓
✓		✓	
	✓	✓	✓

Our values are respect, responsibility, resilience and well-being

Expectations of Behaviour in our School and Community

The Behaviour Expectations Matrix below outlines expected behaviours of our students and school community across the entire school. Aspects of this table are explicitly taught as part of the school's Care program.



CLONTARF BEACH STATE HIGH SCHOOL EXPECTATIONS OF BEHAVIOUR IN OUR SCHOOL AND COMMUNITY

	Whole School	Classroom	Practical Spaces	Entering/ Leaving School	Sporting Areas	Toilets	Transitions/ Verandas	Tuckshop & Sitting Areas	Excursions & Off Campus
Be Safe	Be sun safe. Wear your uniform. Think before you act. Be aware of emergency procedures.	Wait outside until teacher arrives. Line up (Years 7-9). Use equipment as intended. Be aware of others. Place bags in designated areas.	Follow set up & pack down procedures. Follow instructions for all equipment. Work safely.	Be road safe. Use designated walkways. Move in an orderly fashion.	Wear a hat. Bring a water bottle. Use areas for designated purposes.	Practice hygiene. Report concerns. Use toilets correctly.	Walk safely. Line up as directed (Years 7-9).	Use appropriate behaviour. Line up as directed.	Follow teacher directions. Follow community protocols.
Be Respectful	Use positive and appropriate language. Use manners. Wear school uniform with pride.	Put hand up to speak. One person speaks at a time. Be courteous to everyone. Follow directions.	Treat equipment with care.	Walk bikes and scooters out of school grounds. Enter and leave school in an orderly fashion.	Show sportsmanship in all sporting areas.	Use facilities appropriately.	Keep left. Walk sensibly between classes.	Place rubbish in bins. Queue patiently. Speak politely to staff and volunteers.	Be polite and courteous. Obey community rules.
Be Responsible	Be on time. Look out for others. Put rubbish in bin. Role model appropriate behaviour and report any concerns.	Follow teacher instructions. Meet deadlines. Leave room neat and tidy. Work at learning.	Work at learning. Respect personal spaces.	Report any incidents to nearest authority.	Follow rules. Use equipment appropriately. Be a team player.	Do, Flush, Wash.	Keep left. Use port racks for bags. Encourage others to act appropriately.	Speak respectfully. Queue orderly. Be honest.	Support each other. Follow authority directions. Be proud and passionate about your school.
Be Prepared	Arrive at school ready to begin at 8.15am. Wear correct uniform each day. Complete all required work by due date.	Arrive on time. Have all equipment ready.	Have required equipment. Meet workplace health and safety requirements.	Have a note from home if late or want to leave early. Sign in and out at student services.	Bring a hat and water bottle.	Go during the break.		Leave bag outside. Have uniform slip ready before entering queue.	Form and money in on time. Arrive at correct place on time in required clothing with correct equipment.

Assumptions:

- Each of these aspects must be taught explicitly in the appropriate classroom context.
- Explicit and ongoing, regular rule reminding: at the commencement of a task, upon entering the room, before beginning a new or difference activity.

Focused Teaching

Some students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Clontarf Beach State High School to provide focused teaching.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor, usually their house leader/case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. Class teachers at Clontarf Beach State High School to provide focused teaching.

Consideration of Individual Circumstances

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

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

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

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

Legislative Delegations

Legislation

There is a range of legislation that informs and influences school processes and policies. Some examples are listed below:

- Anti-Discrimination Act 1991 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Workplace Health and Safety Act 2011 (Qld)

Delegations

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



Department of Education
Clontarf Beach State High School
Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Cath Pfingst, Principal of Clontarf Beach State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.



Cath Pfingst
Clontarf Beach State High School
QUEENSLAND DEPARTMENT OF EDUCATION

01/05/2024
DATE

Disciplinary Consequences

The disciplinary consequences model used at Clontarf Beach State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. These students may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the student's house leader or house dean for determination of a disciplinary consequence.

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- pre-correction (e.g. "remember, walk quietly to your seat")
- non-verbal and visual cues (e.g. posters, hand gestures)
- whole class practising of routines
- corrective feedback (e.g. "hand up when you want to ask a question")
- rule reminders (e.g. "when the bell goes, stay seated until i dismiss you")
- explicit behavioural instructions (e.g. "pick up your pencil")
- proximity control
- tactical ignoring of inappropriate behaviour (not student)
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- classwide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order (e.g. "which one do you want to start with?")
- prompt student to take a break or time away in class
- model appropriate language, problem solving and verbalise thinking process (e.g. "i'm not sure what is the next step, who can help me?")
- provide demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from classroom)
- detention

Focussed

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

- individual student behaviour support strategies
- targeted skills teaching in small group
- detention
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- time-out cards
- teacher coaching and debriefing
- referral to student support network for team based problem solving
- stakeholder meeting with parents and external agencies

Key school strategies and processes are outlined below.

Buddy Teacher Process

BUDDY TEACHER

- Used for Years 7 – 12 with students who engage in behaviours that interfere with effective teaching and learning. The usual classroom strategies (eg. micro skills, essential skills) have been utilised by the teacher prior to a buddy referral.
- The 'buddy teacher' will be from an appropriate alternate class from the same subject area, building or house where possible.
- The student must be sent with work and escorted by another student.
- If a student will not go to a 'buddy class' or completely refuses to follow teacher directions then they will be referred to their house dean. A student should be sent to find one of these people. This is considered a refusal of a reasonable request.
- Buddy teacher does not have to make student complete work.
- If the student is disruptive while in buddy class then they are given one warning and then sent to house dean.
- The student does a detention, with the class teacher, after being 'buddied' to develop a plan.
- The class teacher fills in the green 'buddy teacher' referral slip. The 'buddy teacher' sends the referral slip back to the student's class teacher.
- The class teacher calls home to inform parent of the issue as soon as possible.
- The class teacher enters the incident on One School, including parent contact, and refers it to the house leader.



HOUSE LEADER / HOSES

- The House Leader checks the buddy chronicle list to see how many instances there are of each student being buddied. The third referral will likely result in an after-school detention or internal suspension in the Reset Room. House leader to contact parent.
- At the third referral the house leader informs the house dean via email.
- Behaviour monitoring cards may be issued by the house leader and checked daily.
- If the student is sent to the 'buddy teacher' again (4th referral) then after school detention.

3 referrals to house leader



HOUSE DEAN / HOSES

Buddy Teacher Checklist

- Check the student's Compass to see that their teacher has completed a chronicle entry for the buddy. Explain to the student that it is expected that while they are in the class, they are to sit quietly and complete their work.
- If the student is disruptive then they should be reminded of the initial expectations and told that if they fail to meet those expectations, that it will be considered as a refusal to follow directions and they will be sent to the office.
- The teacher can write a comment on the chronicle entry through Compass and return it to the class teacher.

Student Withdrawal from Class

WITHDRAWAL TO OFFICE

- For serious incidents students may be referred directly to the office to a house dean or the principal.
- Students will sit on the chairs in the student section of the office foyer or the aluminium seat just outside the door. These students can be observed and supervised as required by staff in the office.
- Students withdrawn for a longer period of time may be placed in the office used for first aid at the desk provided.
- Students will be supervised by staff as they move around the office and their progress will be monitored by the staff member who placed them in the room.
- Students will be given a lunch break when they can access the tuckshop, get a drink and go to the toilet at alternative times to the normal lunch breaks.

WITHDRAWAL TO "CALM DOWN ROOM"

- For serious incidents, students with verified disabilities may be referred to their case manager or the Head of Special Education Services (Hoses).
- On some occasions these students will require "calm down time" in the room immediately beside the Hoses' office. This room, known as "The Refresh Room", is set up with desks and chairs for this purpose.
- Dependent upon the student's needs at the time, the door to this room may be left open or closed. This door is not locked when a student is present except in the case of an emergency, i.e. Lockdown. The door is able to be unlocked from inside via a small lever. In the event that a student locks themselves into the room using this lever, staff are able to unlock it from the outside using a key.
- A familiar teacher or teacher aide may stay in the room with the student or they may be left alone and supervised by the Hoses and/or the Administration Assistant from the Hoses' office next door. (A clear glass window between the two rooms permits this.)
- If the Hoses or Administration Assistant is not available for supervision, the Hoses rosters other staff onto supervision.
- If supervision is not available the Chill Out Room is not used for student withdrawal purposes.

INTERNAL SUSPENSION – RESET ROOM

- Students will be withdrawn from regular classes at times as outlined in the "Consequences for unacceptable behaviour" section of this document. The parents of the withdrawn student will be contacted to explain the reason for the withdrawal by their House Leader, House Dean or Head of Special Education Services (Hoses).
- These students will then be placed in the Reset Room where they will be supervised by a Teacher Aide and House Leader.
- The organisation of this withdrawal will be completed by the student's relevant house leader/Hoses, who will also arrange for appropriate work to be completed.
- Students will be given a lunch break when they can access the tuckshop, get a drink and go to the toilet at alternative times to the normal lunch breaks.

Intensive

Our school's leadership team works in consultation with our Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

For the small percentage of students who do not respond to Targeted Behaviour Teaching, a more intensive and directed level of support is required. This is done through the development and activation of Individual Behaviour Support Plans. These plans are the result of negotiation between student, parents and school personnel and are devised to assist the student in conforming to school expectations. This is achieved through providing clear, unambiguous pathways for students.

Modified Programs and Alternative Education Plans are developed for a small number of students who, after a large amount of support, are unable to behave in an acceptable manner. This allows these students to continue in learning and provide a pathway for them back to mainstream education or further suitable pathways. Programs are available at the Peninsula Secondary Schools Program and Worklinks; these are negotiated on an individual basis.

School Disciplinary Absences

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

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 Clontarf Beach State High School, the use of any SDA is considered a very serious decision. It is only used by the principal when other options have been exhausted or the student's behaviour is so dangerous or serious 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 Clontarf Beach 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 via telephone and/or in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda

- Welcome back to school
- Check in on student wellbeing
- Discuss student reflection sheet
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

Table of Behaviours and Possible Consequences

MINOR BEHAVIOURS			
CLASSROOM	TEACHER MANAGED These include low level behaviours which do not seriously impact on student learning or well-being. The behaviours do not violate the rights of others in a serious way and are not part of a pattern of problem behaviours. The behaviours do not require the involvement of specialist or support staff or the Senior Executive Team.		
	HOUSE LEADER MANAGED These include persistent low level and escalating classroom behaviours and persistent breaches of school rules. These behaviours may require the involvement or referral to specialist support staff or administration.		
	Teacher Managed <ul style="list-style-type: none"> Disobedience of teacher direction Disobedience of the 4 Bs across all settings Refusal to participate in classroom learning Lateness to class Non-compliance with mobile phone 'Off and Away' Policy Not bringing materials to class Failing to attend detention Incomplete classwork or homework or not completing assessment Not completing course requirements Non-compliance with School Dress Code Policy Swearing and obscene language - not directed at staff Minor physical contact with students without intent to cause harm Truancy from class Misuse of equipment - low-risk Interfering with the property of other students or staff Low level destruction of classroom resources or property Littering in classroom or school grounds Graffiti, inclusive of drawing on self and/or graffiti on body Bringing banned items to school - low-risk Infrequent low level teasing or name calling or other behaviours not deemed bullying or harassment 	House Leader Managed <ul style="list-style-type: none"> Persistent classroom disruption and disobedience Student refusal to follow the Buddy Teacher Referral process Persistent incomplete classwork, homework or assessment Not completing curriculum course requirements Breach of Academic Integrity Policy Failing to attend curriculum related detentions as directed by teaching staff Non-compliance with Anti-Bullying Policy Failure to comply with consequences of late or truancy set by teacher Refusal to follow a direction from staff. 	Possible Consequences <ul style="list-style-type: none"> Buddy Teacher Referral process Making up time for lateness to and truancy from class Isolation within classroom via a seating plan Classroom behaviour contracts Detention - during lunch or after school Teachers or House Leaders set timelines for work completion if classwork and/or assessment not completed Uniform detention given as per School Dress Code Policy Mobile phone referral as per the 'Off and Away' Policy Teachers supervise the completion of work House Leader supervise completion of work Parent/carer contact and/or meeting Verbal and/or written apology Restitution as appropriate Referral to and involvement of support personnel Withdrawal from class or activity Interview with House Leader. Mediation Banned items confiscated House Leader case management Bullying and Harassment intervention as per school policy OneSchool entries with referral to House Leader and/or Senior Executive Team. Behaviour discussion focusing on the 4 Bs.

MAJOR BEHAVIOURS		
	House Leader / Senior Executive Team Managed	Possible Consequences
Classroom	Buddy Teacher Referral Process - 3 referrals in a term	<ul style="list-style-type: none"> When a student reaches three (3) Buddy Teacher Referrals in a term, as per our school policy, the student may be issued an after school detention. Four (4) or more Buddy Teacher Referrals may result in a suspension.
	Not completing course requirements in more than one curriculum area	<ul style="list-style-type: none"> Parent/carer will be contacted Invitations to extracurricular events may be withdrawn Enrolment may be cancelled
	Breach of Academic Integrity Policy	<ul style="list-style-type: none"> Section of student's work that is proven to be a result of academic dishonesty will not be marked Student may be suspended Refer to school's Assessment Policy for further consequences
Use of Electronic Devices	Non-compliance with the school's mobile phone 'Off and Away' Policy All mobile phones brought to school are to be secured in Yondr pouches	<ul style="list-style-type: none"> Students who misuse electronic devices may expect to have the device confiscated The device may be held at the school office until the end of the school day when the student or parent may collect it in their Yondr pouch. Please refer to the school's 'Off and Away' Policy for further consequences
	Major breach of technology policy Inappropriate email use, e.g. offensive language Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography Attempts to gain unauthorised access to any part of the network systems, e.g. via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network	<ul style="list-style-type: none"> Student may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parent/Carer will be notified Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers may be excluded from Clontarf Beach State High School
Environment and Property	Graffiti and/or vandalism	<ul style="list-style-type: none"> Parent/Carer will be notified and student may be asked to repair or rectify damage in own time and at own or parent's/carer's expense Student may undertake school community service or detention or withdrawal from the grounds on lunch breaks or after school detentions for a period of time Student may be suspended or excluded from the school Major damage may result in referral to the police

Environment and Property	Theft or Interfering with the property of others	<ul style="list-style-type: none"> • If the matter is deemed to be high level, the parent/carer will be notified • Student may be required to restore the property or make restitution to the owner • Student may undertake a detention or withdrawal for a period. • Student may face suspension or exclusion • Police may be contacted if necessary
	Wilful and/or significant destruction of property	<ul style="list-style-type: none"> • Parent/Carer will be notified • Student may repair/rectify damage in own time and at own or parent's/carer's expense • Student may undertake school community service or detention/withdrawal for a period of time • Student may be suspended or excluded from the school • Major damage may result in referral to the police
Compliance	Refusing to cooperate and/or showing disrespect Wilful disobedience Refusal to participate in program of study	<ul style="list-style-type: none"> • Continued failure to comply with reasonable requests or instructions from staff may result in a detention, suspension, cancellation of enrolment or exclusion
Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Student may be required to make the situation safe • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion
	Possessing or using weapons	<ul style="list-style-type: none"> • Items that are considered unsafe will be confiscated • Student may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so
	Actions significantly endangering the safety, and/or wellbeing of members of the school community or creating a significant health risk	<ul style="list-style-type: none"> • Student may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so
Attendance	Absenteeism	<ul style="list-style-type: none"> • Parents/carers of all students will be notified daily by SMS of unexplained absences • 'Every Day Counts' guidelines will be actioned for compulsory aged students who are not attending • Student's attendance at extra-curricular events may be restricted or stopped • Cancellation of enrolment may occur for post compulsory age students
	Persistent truancy	<ul style="list-style-type: none"> • Continued truancy will be treated as 'a failure to participate in the program of instruction' and a student may be issued with a detention or suspension.
	Leaving the school grounds without permission or a pass	<ul style="list-style-type: none"> • Student may spend breaks under the supervision of their House Leader or be issued with a detention. • Persistent offences may be treated as wilful disobedience and student may be suspended

Treatment of Others	Direct verbal abuse of staff	<ul style="list-style-type: none"> • Student may expect to be suspended
	Bullying/harassment of others	<ul style="list-style-type: none"> • Student will be made aware of school's Anti-Bullying Policy • Mediation, detention, reparations may be expected by perpetrators • Student may be withdrawn from classes or breaks for a specified number of days • Parent/carer may be notified • Suspension or exclusion from school may occur • Possible referral to police
	Aggressive or intimidating behaviour	
	Fighting/physical assault	<ul style="list-style-type: none"> • Student may expect to be suspended or excluded from school • Possible referral to police
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission	<ul style="list-style-type: none"> • Student will be directed to remove the material from public view or the internet • Parent/carer will be notified • Student may expect to be issued with a detention, suspended or excluded • In some circumstances the QLD Police Service may be notified
	Publishing inappropriate or abusive material about staff in any public or school domain	
	Contacting media outlets without the authorisation of the Principal	<ul style="list-style-type: none"> • Students who contact or supply information to media outlet (or facilitate this) and this results in harm to students/staff or negative publicity for the school may expect to be suspended or excluded
Personal Conduct	Persistent swearing and use of offensive language	<ul style="list-style-type: none"> • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it • Student may be directed to move away, do community service or detention • Student may be suspended
Personal Conduct	<p>Smoking cigarettes and/or vaping in/around the school grounds</p> <p>Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Clontarf Beach State High School</p>	<ul style="list-style-type: none"> • A student caught smoking and/or vaping may expect to be issued detention or be suspended • Repeat offenders may expect to be suspended for 3 days

Personal Conduct	Supply of illegal drugs* and/or possession of illegal drugs*, in and around school grounds, whilst on a school activity, whilst in a school uniform or whilst being easily identifiable as a Clontarf Beach State High School student	<ul style="list-style-type: none"> • Parent/carer will be informed as soon as practicable • Students supplying or possessing drugs or any substance they purport to be a drug may expect to be suspended or excluded • Police and/or School Based Police Officer may be involved as appropriate • Students who are in the company of those involved in a drug-related incident may expect similar consequences • The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform
	*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug	Clontarf Beach State High School does not tolerate drug supply or drug possession
	Use of illegal drugs* in/around school grounds, whilst on a school activity, whilst in a school uniform or whilst easily identifiable as a Clontarf Beach State High School student	<ul style="list-style-type: none"> • For a student suspected of using a drug or being under the influence of a drug while at school, the following will occur: <ul style="list-style-type: none"> ○ Student will be escorted to the office ○ Parent/carer will be notified as soon as practicable ○ The student will be taken home by parent/carer or will be kept at school (separated from the rest of the student body) until parent/carer arrives ○ Where necessary, medical attention will be sought ○ An investigation will be conducted ○ Police and/or School Based Police Officer may be involved as appropriate • Students who are under the influence of drugs at school or have used drugs at school may expect to be suspended or excluded • Students who are in the company of those involved in a drug-related incident may expect similar consequences • The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform
	*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug	Clontarf Beach State High School does not tolerate drug supply or drug possession
	Any sexually explicit act	<ul style="list-style-type: none"> • Student will be offered counselling about socially acceptable behaviour and intervention sought as appropriate • Parent/carer will be informed • Student may be suspended or excluded • Possible referral to the QLD Police Service by Deputy Principal or Principal
	Possession of banned items including but not limited to aerosol cans, laser lights, water bombs, fire crackers	<ul style="list-style-type: none"> • Item will be confiscated • Student may be given detention or suspension depending upon severity of incident

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Student dress code

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 for state school principals and school staff when temporarily removing student property.

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

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

The principal or principal's delegate determines when the temporarily removed student property can be returned, this may be the end of the day to the student or the end of the day when collection by a parent can be arranged. The timing for the return of student property will be different if it has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco, e-cigarettes***, including pod vapes, vape pens, box mods and vaporizers)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

***Electronic cigarettes, whether they contain nicotine or not, are smoking products under the Tobacco and Other Smoking Products Act 1998 and are therefore subject to Queensland smoking laws. Under the act, smoking is banned at all Queensland state schools.

Responsibilities

State school staff at Clontarf Beach State High School

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

Parents of students at Clontarf Beach State High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Clontarf Beach State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Clontarf Beach State High School:

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

Managing Personal Electronic Devices in School

The following personal electronic devices **cannot be used at school:**

- Mobile phones
- Wireless headphones / ear phones
- Smart watches (must be in flight mode, no notifications)
- Bluetooth speakers

Rationale

Clontarf Beach State High School has a policy of no use of mobile phones and wearable electronic devices (including wireless headphones and ear phones). These items must be “away for the day”. This does not include laptop / tablet computers and these come under the Clontarf Beach State High School Responsible Use of ICT Devices Policy. If a parent needs to contact a student during the school day, they are able to contact the office and a message will be forwarded to the student directly.

It is understood that students may need a mobile phone before or after school for safety reasons. For this purpose they will be able to use their phone once they are unlocked as they exit the school.

School Expectations:

- All students from Year 7 to Year 12 are expected to secure their device/s every school day while on school grounds.
- The school issued pouch is seen to be part of the school uniform, and students are expected to use their Yondr pouch at school to secure their phone.
- This pouch remains the property of the school and students are responsible for maintaining the pouch in workable condition.
- Loss or destruction of the pouch will result in the student being invoiced for a replacement pouch. The number assigned to the pouch must be kept visible for identification purposes at all times.
- On entry to school phones and earpods are required to be switched off and placed in the Yondr pouch. Smart watches may be worn but must be placed in flight mode.
- Earphones are not part of the school uniform and are to be stored in the Yondr pouch. Earphones are not to be stored in pockets or under shirts.
- Students are required to have devices in their Yondr pouch any time they are on school grounds. The Yondr Pouch must not be left unsecured (e.g. in bag racks/unattended).
- Students who use their phone as part of their Health Plan (eg. for diabetes management) will use a Velcro pouch.

Procedures

Forgotten pouch

Student reports to the Student Counter to hand phone in for the day. If this is done, before the start of the school day, no consequences will be applied. If the student is sent to the office during the school day, consequences will be applied according to the flowchart below.

Lost or damaged pouch

Student reports to Finance Window to collect replacement pouch and invoice sent home (\$20 for 2024)

Excursions and Interschool Sport Away Games

Student mobile phones are not required to be inside a pouch when offsite on an excursion or sporting commitment but can only be used under the direction of a teacher.

Violations

Student mobile phone and/or ear pods outside of pouch.

Use of mobile phone, wireless headphones, bluetooth speakers, smart watches on school grounds.

1st Incident

2nd Incident

3rd Incident

Student takes item to Student Counter and collects COMPASS receipt.
Student shows receipt to referring teacher as evidence of compliance.
COMPASS automatically notifies parent via text message that item has been handed in and incident type (e.g. first incident, second incident, third incident).

Student Counter enters behaviour record on OneSchool (Technology violation → refer to House Leader.

Student collects item at 2.25pm.

Parent collects item from office.

House Leader issues lunch detention.

House Leader calls parent.
A/S detention issued.

House Dean calls parent.

Any refusal to follow
process refusal to follow
process
→ Refer to House Leader

Behaviour consequences
applied by Dean/Principal.

Responsible Use of ICT Devices by Students

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Clontarf Beach State High School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- Be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally- owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Clontarf Beach State High School our staff will work to respond as soon as practical to any matters raised of this nature in collaboration with students and parents where required.

Preventative strategies:

Many bullying behaviours are maintained through the actions of bystanders. 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 does not encourage students to place themselves at risk, our anti-bullying procedures involve teaching staff and students a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced. Our school wide strategies include:

- Universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying harassment.
- All students are taught our four school values of Be Safe, Be Prepared, Be Responsible and Be Respectful. They are also explicitly taught the behaviours that lie under each of these across a variety of areas in the school and wider community.
- All students are explicitly taught to recognise all forms of bullying and harassment and how to respond appropriately using the HIGH 5.
- All students are taught how to have respectful relationships through the school's Care program.
- All students are taught pro-active strategies to support their friends in times of conflict through the Care program and the Health and Physical Education curriculum.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and positively interacting as they supervise and move through the grounds.

HIGH 5

Students are explicitly taught and follow the High 5 strategies:

1. Talk friendly
2. Ignore
3. Talk firmly, tell the person to stop
4. Walk away

5. Report

The following flowchart explains the actions Clontarf Beach State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Clontarf Beach State High School - Bullying response chart

Please note that as explained above, not all conflicts between students constitutes bullying, if the issue is considered bullying then the following flow chart will be used. The indicated timelines may be adjusted depending on the unique circumstances and risk associated with each situation. These decisions are at the professional judgment of the staff involved.

Key contacts for students and parents to report bullying:

*Care teacher or house leader

*Student's house dean

Document Day 1	<ul style="list-style-type: none">• Provide a safe, quiet space to talk• Reassure the student that you will listen to them• Let them share their experience and feelings without interruption• If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours• The student will complete an incident statement• Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)• Enter the record in OneSchool• Notify parent/s that the issue of concern is being investigated if required
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Collect and Discuss Day 1 & 2	<ul style="list-style-type: none"> • Gather additional information from other students, staff or family • Review any previous reports or records for students involved • Make sure you can answer who, what, where, when and how • Clarify information with student and check on their wellbeing • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • Make a time to meet with the student to discuss next steps • Engage the student as part of the solution • Provide the student and parent with information about student support network • Agree to a plan of action and timeline for the student, parent and yourself. Strategies used may include; warning, detention, internal suspension Reset Room, external suspension, designation of separate areas for breaks, completion of the Anti Bullying Compact, SBPO referral.
Implement Ongoing	<ul style="list-style-type: none"> • Inform student and parent to report immediately any further issues that arise in relation to the incident • Seek assistance from student support network if needed • Record notes of follow-up meetings in OneSchool • Refer matter to specialist staff within 48 hours if problems escalate • Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Clontarf Beach State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the care class teacher or house leader. The students house dean can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Clontarf Beach State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Help

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

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

OR

1. Initiate an incident response

Start a Cybersafety Incident Response Plan.

2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff](#) procedure.

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud - obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

NO

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.
 - School-based Police Officer referral

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see S above). Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Clontarf Beach State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Clontarf Beach State High School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student Signature:	
Parent Signature:	
School Representative Signature:	
Date:	

Appropriate use of social media

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? Is it positive? Is it 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. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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



Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices procedure. Table 1 summarises some of the conditions under which restrictive practises may be used at Clontarf Beach State High School.

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

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

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

Use of Seclusion and Physical Restraint

State school staff may only use seclusion or physical restraint where:

- a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
- b) the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

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

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

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

- a) using manual guidance to prevent a student running onto a busy road
- b) holding a student to prevent them physically attacking someone, or
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

State school staff must not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should NOT be used to respond to:

- a) a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- b) a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- c) verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- d) property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

In every instance where seclusion is used, state school staff should:

- a) assess the area or room for objects or surfaces that may present an immediate risk to the student
- b) consider that a history of suicide ideation or self-harm should preclude the use of seclusion on a balance of risk
- c) ensure the student does not have anything in their possession that could be used to harm themselves
- d) ensure that a member of staff is able to observe the student throughout the period they are in seclusion and be available at all times immediately outside the room, and
- e) discontinue seclusion if the student says they cannot breathe, experiences a medical emergency, is incontinent or behaves in such a manner as to raise concern about their welfare.

Any use of planned physical restraint must be:

- a) supported by an Individual Behaviour Support Plan that:
 - is informed by a Functional Behaviour Assessment, and
 - details the positive and proactive strategies that will be implemented prior to the use of any planned physical restraint
- b) undertaken on the basis of evidence and recorded in the Behaviour risk assessment tool – safety or wellbeing
- c) informed by a clear documented rationale for the planned use of physical restraint
- d) included in the student's Individual Student Safety Plan
- e) supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and
- f) developed in consultation with the student's parents.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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

Debrief

At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. A Critical Incident Response form should be completed as part of this process.