

Springfield Central State High School

Student Code of Conduct 2026-2030

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Springfield Central State High is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Springfield Central State High Student 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 is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:

Principal Signature:

Date:

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

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

Date:

Table of Contents

PURPOSE.....	2
CONTACT INFORMATION.....	2
ENDORSEMENT	2
PRINCIPAL'S FOREWORD.....	4
INSTRUMENT OF AUTHORISATION	5
P&C STATEMENT OF SUPPORT.....	6
SCHOOL CAPTAINS/LEADERS STATEMENT	7
CONSULTATION	8
WHOLE SCHOOL APPROACH TO DISCIPLINE.....	9
BEHAVIOUR EXPECTATIONS.....	10
MULTI TIERED SYSTEM OF SUPPORTS (MTSS).....	11
COMMON AGREEMENTS.....	11
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES	12
DIFFERENTIATED AND EXPLICIT TEACHING.....	12
TARGETED (FOCUSED) TEACHING.....	13
INTENSIVE TEACHING.....	13
STUDENT SUPPORT SERVICES.....	14
LEGISLATIVE DELEGATIONS.....	16
LEGISLATION	16
DELEGATIONS.....	16
DISCIPLINARY INTERVENTIONS	17
TIER 1 (UNIVERSAL TEACHING STRATEGIES).....	17
TIER 2 (TARGETED).....	18
TIER 3 (INTENSIVE)	19
SCHOOL DISCIPLINARY ABSENCES	19
SCHOOL POLICIES.....	22
TEMPORARY REMOVAL OF STUDENT PROPERTY.....	22
USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS.....	25
PREVENTING AND RESPONDING TO BULLYING	30
APPROPRIATE USE OF SOCIAL MEDIA (MANDATED)	35
RESTRICTIVE PRACTICES.....	37
CRITICAL INCIDENTS.....	38
CONCLUSION	39
APPENDIX 1 – MAJOR/MINOR BEHAVIOUR REFERRAL CHART	40

Principal's Foreword

Introduction

Springfield Central State High School has a proud tradition of providing high-quality education to students in the Springfield area. At the heart of our school community are strong, positive relationships between staff, students, parents, and the broader community. We believe these relationships are the foundation for student success.

We also maintain high expectations for behaviour, effort, presentation and achievement, encouraging all students to strive for their personal best in all areas of school life. To be a SPRINGER means to embody our core values of Respect, Responsibility, Relationships and Resilience.

These values underpin every aspect of our school culture and have shaped the development of this Student Code of Conduct. They reflect our commitment to nurturing confident, self-disciplined, and compassionate young people who are prepared to contribute positively to their communities, both now and in the future.



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, Sally Goodfellow, the Principal of Springfield Central State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal or Head of Year at 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 or Head of Year 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 or Head of Year 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.



Sally Goodfellow

Executive Principal

Springfield Central State High School

Queensland Department of Education

27th January 2026

Date

P&C Statement of Support

As president of the Springfield Central State High P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Springfield Central State High Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents and carers to familiarise themselves with the Springfield Central State High Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; as, it can have particularly devastating impacts on our young people. It is important that every parent and child of Springfield Central State High knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents, carers and children know that our school provides support and advice to help address problems of bullying, and the flowchart on page 25 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents or carers who wish to discuss the Springfield Central State High Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Springfield Central State High P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs

School Captains/Leaders Statement

On behalf of the student body at Springfield Central State High School, we (fully) endorse the Student Code of Conduct for 2026. We have provided feedback regarding the Code of Conduct, embodying the collective views of Springfield Students on a variety of issues affecting their schooling. Throughout this year, we will continuously collaborate and work with the administration teams, along side the Springfield Central State High School's P&C Association in regards to the Student Code of Conduct's effectiveness, identifying areas for improvement and providing relative feedback or suggestions for consideration.

Students who have any queries or issues they would like addressed by the school are encouraged to talk directly with any member of the Student Representative Council.

School Captain Name

School Captain Signature

Date:

School Captain Name

School Captain Signature

Date:

School Captain Name

School Captain Signature

Date:

School Captain Name

School Captain Signature

Date:

Consultation

The consultation process used to inform the development of the Springfield Central State High School Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with an appointed review team. The review team consisted of a Deputy Principal, Heads of Year, Shadow Heads of Year and Youth Support Coordinators. During these meetings, we discussed a range of topics such as student attendance, school disciplinary absences (SDA) and the Springer Learning Approach. We identified strengths and successes from our previous school Code of Conduct, and areas for further development. We also reviewed the internally generated EQ documentation published to support the implementation of the new Student Code of Conduct.

In the second phase, a draft Student Code of Conduct was prepared and distributed for comment to the executive leadership team of the school, this was completed in October 2025.

The third phase of consultation was with the senior leadership team, staff, P & C Committee and school captains. where they were tasked with the review and checking of the final draft version ready for submission to the P & C in late November for endorsement.

The finished version, incorporating any suggested changes and feedback, will be endorsed at the first P & C and School council meetings of 2026.

Review Statement

The Springfield Central State High School Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Whole School Approach to Discipline

Springfield Central State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

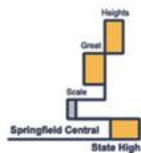
The development of the Springfield Central State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment,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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with a Head of year or make an appointment to meet with the deputy principal.

Clear expectations support students' self-regulation and reduce the decision fatigue that can occur without consistent, predictable routines. It is for this reason based on Berry street trauma informed practice that Springfield State High school has established Common Agreements and clear behavioural expectations that are implemented in every classroom.

Behaviour Expectations

Behaviour Matrix



IN THE CLASSROOM

RESPECT

- 1. Line Up Like a Pro:** Springers form two neat lines outside the classroom, ready to enter and stand calmly behind their assigned seats.
- 2. Listen Up, Level Up:** Springers listen attentively when the teacher or another student is speaking, showing respect by not interrupting.
- 3. Tech Time-Out – be present, be respectful:** Springers follow the phone and technology policy, knowing when to put devices away and focus.
- 4. Keep It Clean:** Springers use appropriate language, keeping conversations respectful and positive.
- 5. Let Learning Flow:** Springers create a distraction-free environment to help everyone learn and succeed.

RESILIENCE

- 1. On Time, Every Time:** Springers arrive to class on time, ready and prepared to learn.
- 2. Equip for Success:** Springers bring the right equipment for every class, showing they're ready to tackle any challenge.
- 3. Ask for Help, It's Strong:** Springers ask for help when they need it, knowing it's a sign of strength, not weakness.
- 4. Organised and On Point:** Springers stay organised and use their diary to stay on track with tasks and deadlines.
- 5. Meet the Deadline, Make It Shine:** Springers submit assessments on time and use feedback from drafts to improve their work.
- 6. Persistence Pays Off:** Springers push through challenges, working hard to improve their grades through persistence and effort.

RESPONSIBILITY

- 1. Speak Up, Stay Responsible:** Springers discuss their concerns with a staff member, knowing it's the right thing to do.
- 2. Hands and Feet to Yourself:** Springers respect personal space by keeping their hands and feet to themselves.
- 3. Follow the Lead:** Springers follow staff instructions promptly and respectfully.
- 4. Teamwork Over Friendship:** Springers collaborate with others, no matter the friendship, to achieve shared goals.

RELATIONSHIPS

- 1. Welcome and Support Each Other:** Springers make others feel welcome and offer support to their classmates.
- 2. Ask and Improve:** Springers ask their teacher questions and use feedback to keep improving.
- 3. Support and Engage Together:** Springers support their peers and actively engage in classroom learning.

AROUND THE SCHOOL

- 1. Think Before You Speak:** Springers only say what is true, kind, and necessary, making sure their words build others up.
- 2. Actions Speak Louder:** Springers think about how their actions might affect others and choose respect every time.
- 3. Hands Up for Respect:** Springers raise their hand and stay quiet when a staff member raises theirs, showing they're ready to listen.
- 4. Stay Left, Keep Moving:** Springers walk on the left when navigating the school, making space for everyone to move easily.
- 5. Respect Boundaries, Respect Others:** Springers are mindful of personal space and respect the boundaries of others.
- 6. Quiet Steps, Big Respect:** Springers walk quietly around the school, respecting others' learning spaces.
- 7. Wear It With Pride:** Springers wear their correct uniform proudly, representing themselves and their school.

- 1. Keep It Clean, Keep It Green:** Springers keep the school tidy by placing rubbish in the bins provided, showing pride in their environment.
- 2. Stay Safe, Move Smart:** Springers stay in appropriate areas, sit in the right places, and move safely around the school.
- 3. Stick to Safe Zones:** Springers remain in supervised areas to ensure everyone's safety and wellbeing.
- 4. Speak Up, Stay Strong:** Springers report concerns through STYME or other appropriate channels, taking action when it matters.

- 1. Sit Smart, Move Safe:** Springers stay in the right areas and move safely around the school at all times.
- 2. Hat's On, Sun's Out:** Springers wear their hat when outside to protect themselves from the sun.
- 3. Big Games, Big Spaces:** Springers play large ball games (bigger than a handball) only on the oval or courts.
- 4. Stay Safe, Act Mature:** Springers behave in a mature and safe manner, keeping the school environment positive.
- 5. Consider Others, Always:** Springers are always mindful and considerate of those around them.
- 6. Aim High for Attendance:** Springers aim to maintain an attendance rate of 95% or higher.

- 1. Patience is Key:** Springers wait patiently for their turn, showing respect for others.
- 2. Set Boundaries, Speak Up:** Springers communicate their boundaries and tell others to stop if needed, fostering a respectful environment.
- 3. Stand Up for Kindness:** Springers report if others are saying things that aren't true, kind, or necessary.
- 4. Learn and Grow:** Springers learn from their mistakes to improve themselves and build stronger relationships.
- 5. Mature Problem Solvers:** Springers work to solve problems in a mature manner, strengthening their relationships with peers.
- 6. Include Everyone:** Springers include others in activities or games, ensuring no one feels left out.

OFF CAMPUS

- 1. Respect Everywhere You Go:** Springers interact with community members in a polite and appropriate manner, representing the school with pride.
- 2. Bus Line, Done Right:** Springers follow instructions and line up in two straight lines while waiting for the bus, keeping it calm and orderly.
- 3. Share the Space:** Springers make room for others on pathways and public transport, showing respect for everyone's journey.

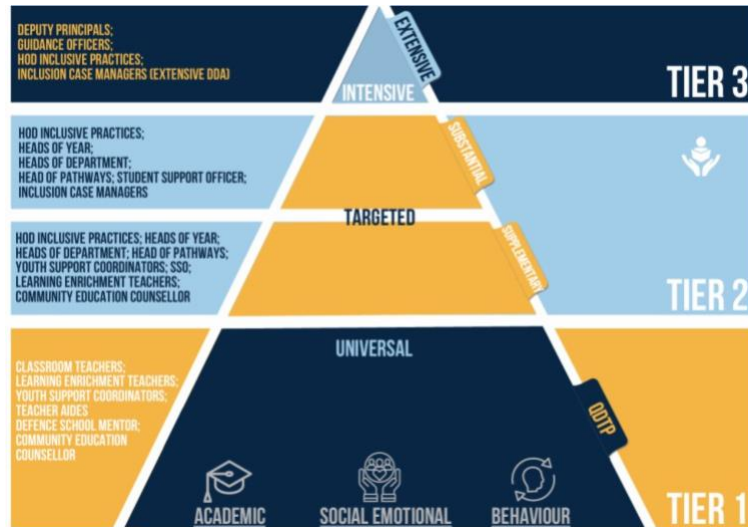
- 1. Ride Right, Walk Wise:** Springers use bike and pedestrian pathways, always following the road rules to stay safe.
- 2. Punctual and Prepared:** Springers arrive on time to school, or sign in correctly if they're late.

- 1. Speak Right, Write Right:** Springers use appropriate language and greetings in all school-related communication.

- 1. Manners Matter:** Springers communicate with others using polite language and good manners.
- 2. Teamwork Makes the Dream Work:** Springers work in teams to achieve greatness together, valuing each other's contributions.
- 3. Care for Yourself, Care for Others:** Springers practice self-care and support each other's wellbeing, recognising the importance of mental health.

Multi Tiered System of Supports (MTSS)

Springfield State High School uses a multi-tiered system of support (MTSS) as the foundation for our integrated approach to learning and behaviour. This approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model the MTSS approach matches increasingly intensive interventions to the identified needs of individual students.



Common Agreements

Our Common Agreements are the consistent practices used by all teachers in every lesson, every day. When applied with care and high expectations, they ensure every student believes in themselves, belongs in safe and predictable classrooms, and is supported to become their best, academically, behaviourally, socially and emotionally.

SCSHS CLASSROOM COMMON AGREEMENTS

EVERY LESSON, EVERY DAY:

1. We are prepared and on time.
2. We line students up at the start of the lesson with correct uniform and equipment.
3. We greet students whilst they are standing behind chairs.
4. We have strategic seating plans or groupings.
5. We mark the roll promptly in every class.
6. We promote the 4 R's in our classroom expectations.
7. We ensure students are quiet before giving instructions.
8. We only give permission for one student to leave the room at a time.
9. We make sure the room and equipment is respected and left ready for the next class.
10. We promptly follow up on positive and negative behaviours.

Believe Belong Become

Consideration of Individual Circumstances

Staff at Springfield Central State High 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.

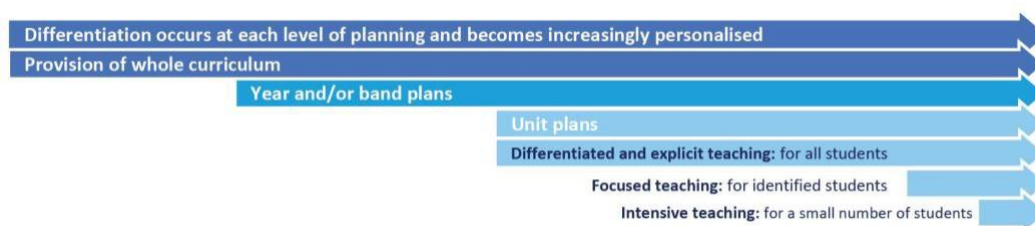
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not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

Differentiated and Explicit Teaching

Springfield State High School 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 students to practice. Teachers at Springfield Central State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

Every classroom in our school uses the behaviour Expectations Matrix, displayed previously, 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.

Targeted (Focused) Teaching

Targeted teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Targeted 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 Springfield Central State High School to provide focused teaching. Focused teaching is aligned to MTSS and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Intensive Teaching

Research shows that even in an effective, well-functioning school there will always be a small number of students 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 and their family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parent/caregivers, and relevant school support personnel such as;

- School Guidance officers
- SSO
- School based Youth Health nurse

- School transition pathways officer
- Inclusion team
- Learning enrichment teachers
- Case managers
- Heads of year
- Youth support coordinators

Interagency groups are also used to co-ordinate services to meet the needs of students identified with persistent or extreme problem behaviours including: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council and EQ.

Student Support Services

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Springfield Central State High School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students

Role	What they do
Defence School Mentor	- monitors the social and emotional wellbeing of Defence students - enhances awareness and appreciation of the unique Defence lifestyle in schools and communities - provides support to children during times of parental absence.
Guidance Officers	- provide a comprehensive student support program within the school environment offering personal, educational and vocational counselling for students with immediate difficulties. - assist students with specific difficulties, acting as a mediator or providing information on other life skills - liaise with parents, teachers, or other external health providers as needed as part of the support process.
Heads of Year	- responsible for student engagement at each year level - responsible for student behaviour, attendance and wellbeing for their respective year level.
School- Based Youth Health Nurse	- provides individual health consultations with assessment, support, health information and referral options related to: - o healthy eating and exercise - o relationships - o personal and family problems - o feeling sad, worried and angry - o sexual health - o smoking, alcohol and other drugs.
Student Support Officer (SSO)	- provides individual and, at times, group support to students to assist their engagement with education.

	- support students to overcome barriers to education such as - o attendance at school - o suspension/exclusion/referral for behaviour support - o relationships/social skills - o conflict with family/peers/teachers - o social/emotional/physical wellbeing.
Youth Support Coordinator (YSC)	- 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 - o attendance at school - o drug and alcohol support needs - o QCE/learning support - o suspension/exclusion/referral for behaviour support - o relationships/social skills - o conflict with family/peers/teachers - o social/emotional/physical wellbeing.
CARE Teacher	- Provide student support each morning to students
Community Education Counsellor (CEC)	- Provide educational counselling and support services to Aboriginal and/or Torres Strait Islander children and students across a number of schools. - Participate in the development of activities, in and out of school, likely to enhance the involvement in education of Aboriginal and Torres Strait Islander students and their families. - Develop and undertake support service programs designed to meet the needs of the school/s that will encourage the educational participation of Aboriginal and/or Torres Strait Islander children and students. - Establish and maintain links with out of school sources of information and support services to assist in the advancement of Aboriginal and Torres Strait Islander children and students. - Provide information to the school community about Aboriginal and/or Torres Strait Islander social and cultural perspectives. - Utilise, in an accountable manner, state and commonwealth funded school-based programs that focus on Aboriginal and/or Torres Strait Islander students and communities. - Provide advice and information to the school administrators regarding Aboriginal and/or Torres Strait Islander social and cultural protocols in order to meet the needs of schools and their communities. - Ensure that relevant information concerning Aboriginal and/or Torres Strait Islander social and cultural issues is readily available to all members of the school community. - Participate in activities to develop productive partnerships between members of the school community

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Legislative Delegations

Legislation

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

Delegations

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

The Principal is the only staff member under the Education (General Provisions) Act 2006 (QLD) with the power to make a decision about the use of suspension/exclusion for an enrolled student.

The Principal may authorise a Deputy Principal or Head of Year to tell a student and parent of the Principal’s decision to suspend/exclude.

The Principal will use the Instrument of Authorisation to record any authorisation/s given to the Deputy Principals or Heads of Year to tell parents of suspension or exclusion decisions made by the Principal.

Disciplinary Interventions

The disciplinary interventions model used at Springfield Central State High 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. Interventions including corrective feedback, rule reminders and restorative conversation during class times and breaks 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. Students experiencing difficulty to meet school wide expectations will be supported through the use of corrective feedback, rule reminders and restorative conversations. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class. The class teacher will follow school processes to respond to these repeated behaviours.

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 in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine a School Disciplinary Absences such as a 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 or to maintain the good order and management of the school and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to behavioural concerns can be organised into three tiers, with increasing intensity of support and interventions to address behaviour that endangers others or causes major, ongoing interference with class or school operations. Some behaviour choices are so extreme that they will warrant an intensive response.

Please see Appendix 1 for a detailed Major/Minor Behaviour Referral Chart

Tier 1 (Universal Teaching Strategies)

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

- Integration of the Positive(springer) Learning framework
- Use of Essential Skills for Classroom Management
- Use of Buddy classrooms
- Implementation of Restorative Practices/Conversations
- Use of Trauma Informed Practices
- Strategic seating plan and relocation of student/s
- Reward Systems

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

Tier 2 (Targeted)

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support team-based problem solving
- Stakeholder meeting with parents and external agencies

Tier 3 (Intensive)

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence 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.

School Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated.

At Springfield Central State High, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour contravenes one of the following:

- Persistent disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- The student has been convicted of an offence and the principal needs to consider whether it would be in the best interests of other students or staff for the student to continue to be enrolled at the school

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.

Please be advised that your student may be asked to stay home for the good order and management of the school pending further investigation.

Re-entry following suspension

Students who are suspended from Springfield Central State High may be invited to attend a re-entry meeting prior to 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 consequence 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

Re-entry meetings are attended by a school delegate with the students and their parent/guardian. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Possible restorative conversation according to behaviour incident
- Thank student and parent/s for attending

Reasonable adjustments

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

NEW BEHAVIOUR OPTIONS	DEFINITION	1- 10 DAY SUSPENSION	11-20 DAY SUSPENSION	SUSPENSION PENDING EXCLUSION	CHARGE RELATED SUSPENSION
ABUSIVE LANGUAGE	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	✓	✓	✓	
ACADEMIC MISCONDUCT	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	✓	✓	✓	
BOMB THREAT/FALSE ALARM	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	✓	✓	✓	
BULLYING	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	✓	✓	✓	
DEFIANCE	Student refuses to follow directions given by school staff.	✓	✓	✓	
DISRESPECT	Student intentionally delivers socially rude or dismissive messages to adults or students.	✓	✓	✓	
DISRUPTION	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	✓	✓	✓	
DRESS CODE	Student wears clothing that is not within the dress code guidelines defined by the school.				
FALSIFYING DOCUMENTS	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	✓	✓	✓	
FIGHTING	Student is involved in mutual participation in an incident involving physical violence.	✓	✓	✓	
HARASSMENT	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	✓	✓	✓	
PHYSICAL AGGRESSION	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	✓	✓	✓	
PROPERTY DAMAGE	Student participates in an activity that results in destruction, damage or disfigurement of property.	✓	✓	✓	
PROPERTY MISUSE CAUSING RISK TO OTHERS	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	✓	✓	✓	
REFUSAL TO PARTICIPATE IN THE EDUCATIONAL PROGRAM OF THE SCHOOL	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.				
SUBSTANCE MISCONDUCT INVOLVING ILLEGAL SUBSTANCES	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	✓	✓	✓	
SUBSTANCE MISCONDUCT INVOLVING TOBACCO AND OTHER LEGAL SUBSTANCES	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	✓	✓	✓	
TECHNOLOGY VIOLATION	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	✓	✓	✓	
THEFT	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	✓	✓	✓	
TRUANCY (OUT OF SCHOOL)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).				
TRUANCY (OUT OF CLASS)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).				
USE/POSSESSION OF COMBUSTIBLES	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	✓	✓	✓	
USE/POSSESSION OF WEAPONS	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	✓	✓	✓	
OTHER – CHARGE-RELATED SUSPENSION	Principal is reasonably satisfied that the student has been - charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.				✓

School Policies

Springfield Central State High 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.

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.

Retain temporarily removed student property

Principals or state school staff can retain temporarily removed student property if;

- they are in the process of notifying the Queensland Police Service because the property is deemed to be illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime
- a police officer has informed the principal they will come to the school to investigate matters relating to the temporarily removed student property
- a police officer has seized the property under the Police Powers and Responsibilities Act 2000 (Qld) [External link](#) - noting under these circumstances the student and their parent/carer should be advised of this action and that the temporarily removed student property is no longer in the possession of the principal or state school staff
- the principal or state school staff knows or reasonably suspects the student is not the owner of the property - in this case the principal or staff member must then make reasonable efforts to return the property to the owner

- state school staff have made reasonable efforts to notify the student or their parent/carer that the property is available for collection (e.g., multiple phone calls, emails or meetings) and has not been able to contact the student or their parent/carer/guardian

The following items are explicitly prohibited at Springfield Central State High 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 and e-cigarettes)
- 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**).

Responsibilities

State school staff at Springfield Central State High:

- 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 Springfield Central State High

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Springfield Central State High 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 Springfield Central State High

- 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 Springfield Central State High Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile Phone & Electronic Devices Policy

SCOPE:

To ensure accordance with the 2024 Queensland Government Smart Technology and Phone state wide ban under the banner of 'Away for the Day', this policy refers to the student management and use of Smart Technology and Phone devices* (with cameras, internet connection and recording mechanisms, including smart watches), throughout the school day.

**N.B The term 'smart technology or phone device' in this policy refers to any mobile phone, smart watch, MP 3/ 4 players, iPods, Bluetooth/ wireless speakers, Bluetooth/ wireless headphones, iWatch or any other similar portable device.*

POLICY STATEMENT:

Springfield Central State High School wishes to discourage students in bringing phone and smart technology to school on the grounds that they are valuable and may be lost, stolen, broken and that they can be disruptive to teaching and learning. However, the school recognises that some students require access to a phone when going to and from school. The following points are relevant to managing mobile phones and electronic devices at the school:

- Students are required to have mobile phones switched off and secured out of sight during school hours, from 8:55 am until 3:00 pm. **Mobile phones must not be accessed or used at any time during this period.** Students have the option to store their devices in their school bags, student lockers or at the Student Hub.
- Phones or Smart Technology are not permitted to be used during the school day. This includes attendance at off campus activities such as: sports days, camps and excursions.
- Students have access to a secure storage facility each morning before school through the Student Services.
- Students are responsible for the security and care of their own phone and/or smart technology. The school accepts no responsibility for items that are lost, stolen or damaged whilst on school premises or off campus activities.
- Misuse of a phone or smart technology, especially those with an integrated camera or video capability, may lead to a Child Protection and Privacy issue with regard to inappropriate capture/use/distribution of images/information.
- Recording, photographing, filming or publishing images or audio of staff or students at Springfield Central State High School without consent is prohibited. This applies on school grounds, during school activities and when representing the school, and may result in disciplinary action under the Student Code of Conduct.
- These matters will be responded to under the Springfield Central State High School Student Code of Conduct and associated procedures outlined in this policy. Parents may be requested to collect the mobile phone and/or electronic device if repeated offences occur.
- Parent to student contact during the school day is managed via the School Administration. This negates the need for students to make or receive phone calls directly. If a student needs to contact a parent/guardian a call may be facilitated through the front office student counter.
- Phones or smart devices may only be used in class with Principal approval, following consultation with the relevant Head of Department and/or Head of Year and must directly support learning.

In addition to the policy, students should note the following:

- Personal technology devices may not be taken into or used by students at exams or during class assessment unless clearly permitted by staff. Staff will assume students in possession of such devices during exams or assessments is academic misconduct
- Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

It is **unacceptable** for students at Springfield Central State High School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

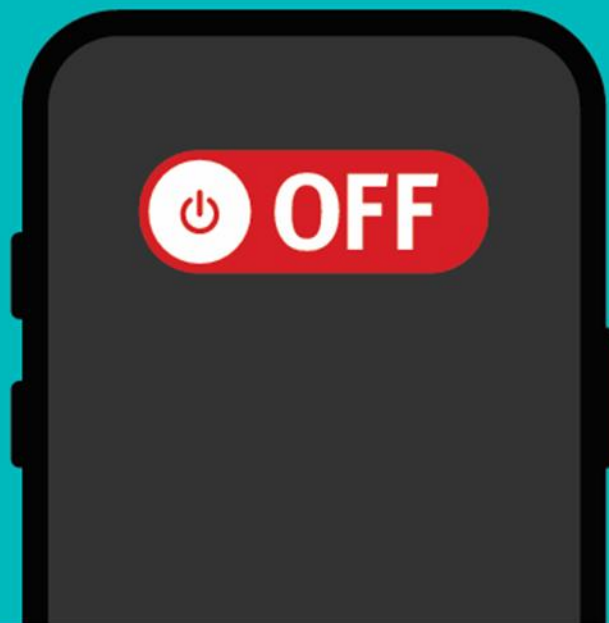
At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Springfield Central SHS Student Code of Conduct. In addition students and their parents should:

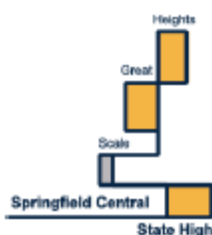
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access 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

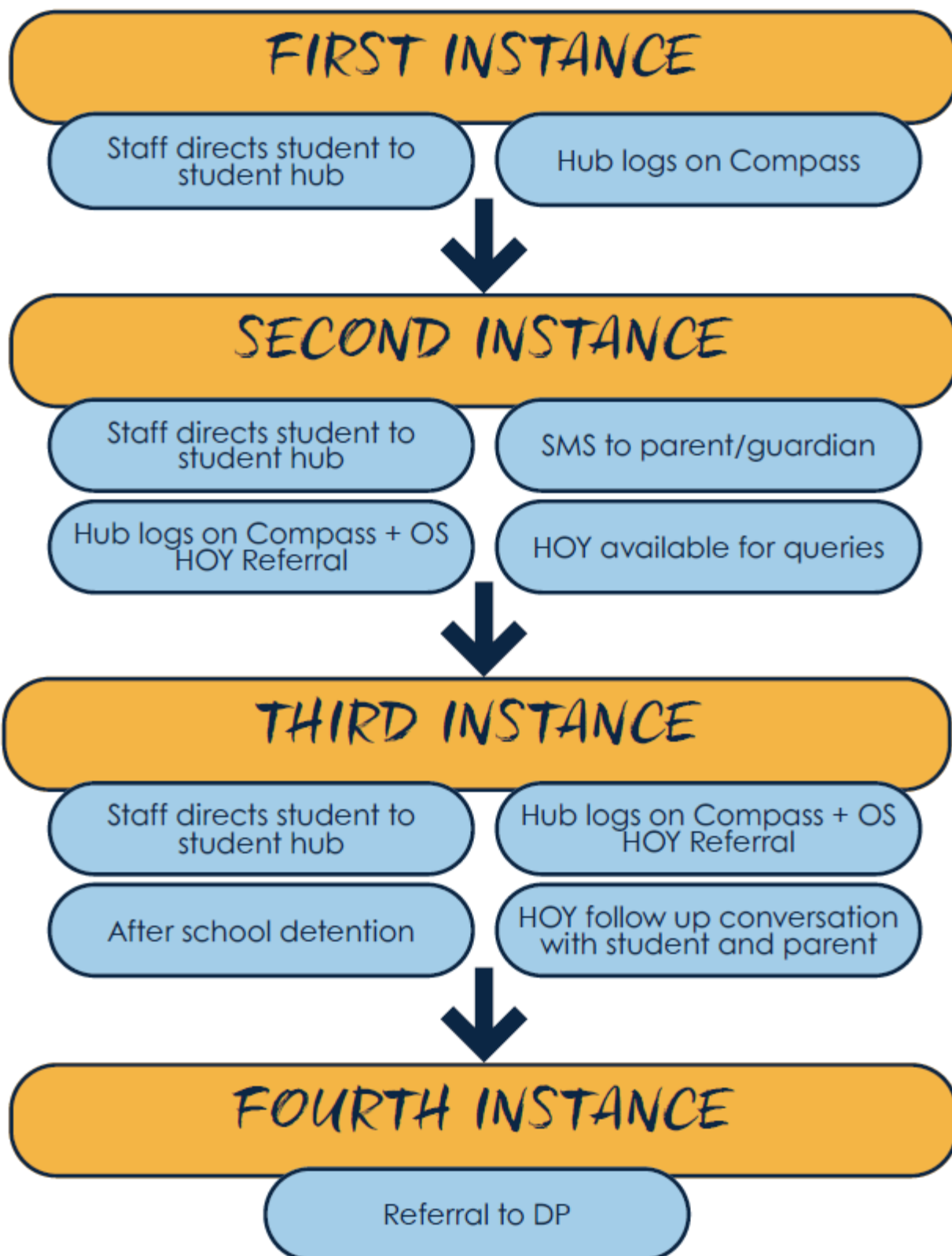
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Phones **away** for the day from 2024





TEMPORARY REMOVAL OF PHONE PROCESS



Preventing and responding to bullying

Springfield Central State High uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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



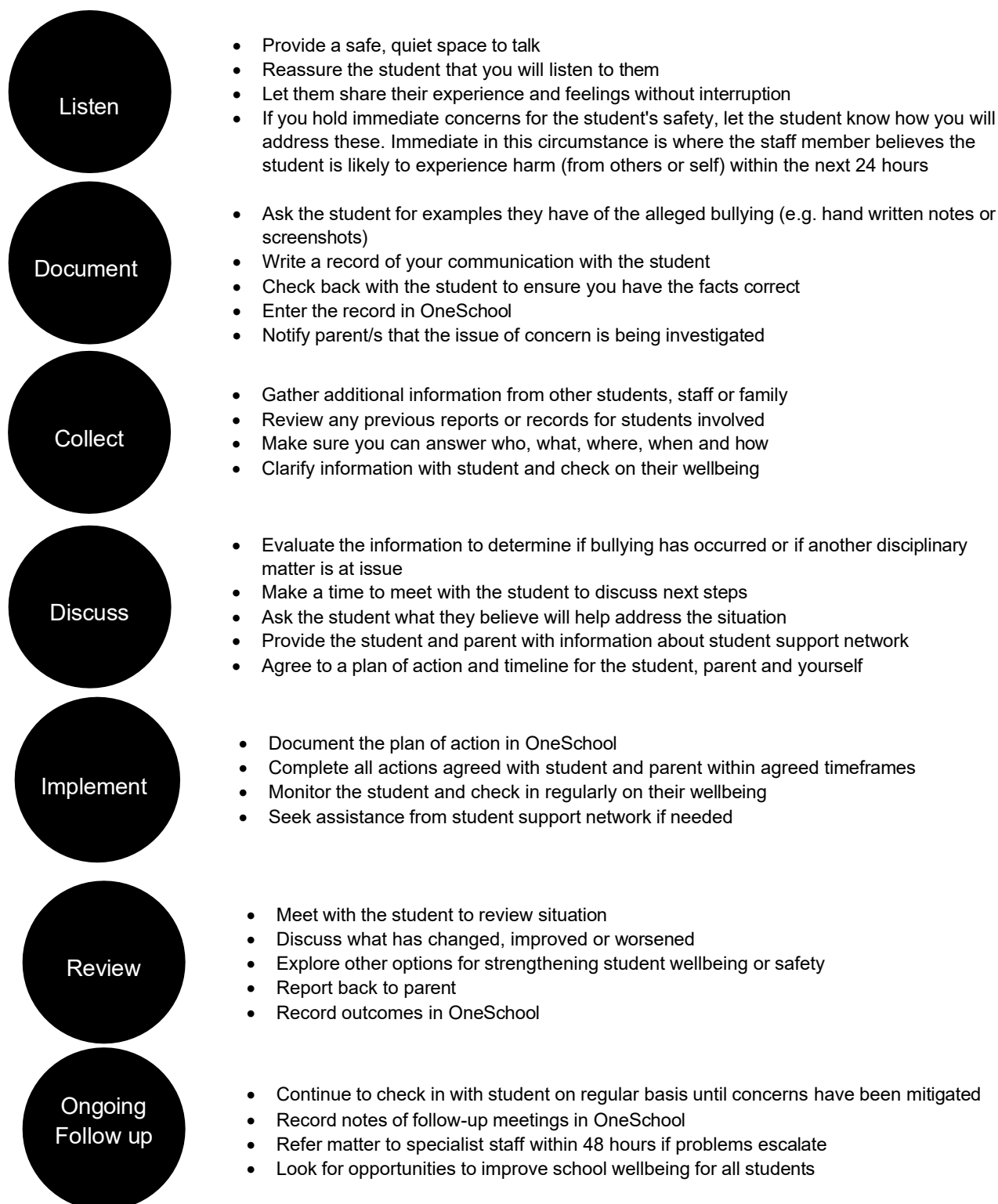
STYMIE Students can make anonymously report bullying that they have witnessed happening to either themselves or others at www.stymie.com.au

Exemplar State College - Bullying response flowchart for teachers

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

Key Contacts for students and parents to report bullying:

Year 7 to Year 12 – Youth Support Coordinator, Head of Year, Deputy Principal



Springfield Central State High – Anti-Bullying Strategies

Cyberbullying is treated at Springfield Central State High 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 their Head of Year.

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 Springfield Central State High 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.

Springfield Central SHS - 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](#).

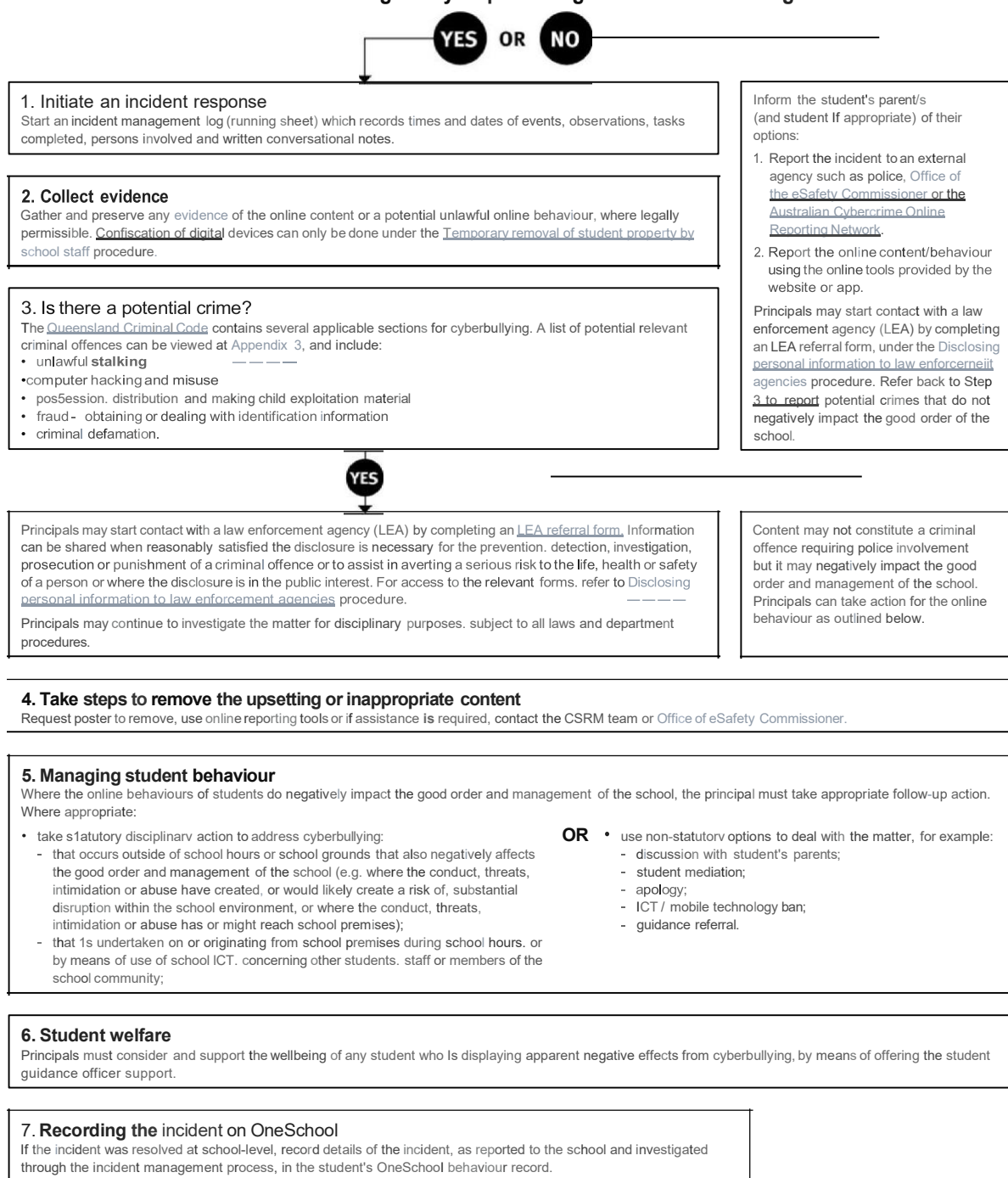
Explicit images

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](#).

Report

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@q.edu.au.

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



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.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Springfield Central SHS 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 Services 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 Springfield Central SHS 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media (Mandated)

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- *refrain from responding*
- *take a screen capture or print a copy of the concerning online content*
- *if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns*
- *block the offending user*
- *report the content to the social media provider.*
- *Report to online harm to the esafety commissioner here https://www.esafety.gov.au/?qclsrc=aw.ds&qad_source=1&qad_campaignid=22884553612&qclid=EAAlQobChMIutXb0PyVkAMVUaRmAh1YuRUIEAAYASAAEqIF5D_BwE*

Restrictive Practices

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

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

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

The department's [Restrictive Practice Procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Conclusion

Springfield Central State High staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Appendix 1 – Major/Minor Behaviour Referral Chart

At Springfield we make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing our Behaviour Expectations Matrix. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Further detail of tiered interventions and consequences are provided in the table below.

Behaviour Category and Definition	MINOR		MAJOR			Non-Examples
	Examples of Minor Behaviour Teacher-managed (non-exhaustive list)	Staff Responses NO REFERRALS Teacher managed	Examples of Major Behaviour Non-exhaustive list - Teachers to contact home before referral sent unless PGD or Deputy Referral	Staff responses MUST BE REFERRED	Referral to:	
Abusive Language Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way	- Name calling - Swearing at or about another student	Establish expectations Seating plan Contact home Issue detention	- Swearing at staff - Extreme, aggressive name calling - Persistent minor behaviours	- Contact home - Log OneSchool referral Complete restorative conversation	HOY	Swearing in conversation between students
Academic Misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	- Talking during exam (Year 7-9) - Plagiarism at draft stage (including use of AI)	Establish expectations Seating plan Contact home Issue detention Potential Academic Penalty (discuss with HoD)	- Talking during exam (10-12) - Use of mobile phone in exam (7-12) - Possession of prohibited items in exams (11 and 12) per QCAA guidelines - Plagiarism on final assessment (including use of AI)	- Contact home - Log OneSchool referral Complete restorative conversation	Curriculum HoD	- Failing an assessment - Refusal to complete set work in class or assessments (drafts or finals) see: refusal to participate in the educational program of the school)
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	MAJOR ONLY		- Setting off a fire alarm - Making comments about possible explosives on school grounds	DP DP Contact Only Please alert by phone immediately ext.#299 (emergency)		Accidental/intentional use of a fire extinguisher (see: Property damage)
Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	MAJOR ONLY		- Persistent and repeated disrespectful/abusive language minor behaviours towards same person even after intervention - Online conduct - Threats	HOY HOY Contact Only Staff member to log OneSchool Referral		- Conflict or argument between friends - Derogatory language (see: harassment)
Defiance Student refuses to follow directions given by school staff.	- Walking away when a staff member is speaking - Refusal to follow reasonable staff instructions	Provide choice Issue detention Contact home Complete restorative conversation	- Sustained, repeated refusal to follow reasonable staff instructions (at least 3x minor behaviours) - Defiance of instructions given related to safety - Giving false name	- Contact home - Log OneSchool referral Complete restorative conversation	Classroom: HoD Playground: HoY	- Eventual compliance with instruction - Asking questions about the instruction - Use of elevators
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	- Mimicry (mocking behaviours) towards staff - Rude gestures - Arguing with Teacher	Establish expectations Provide choice Contact home Complete reconnect conversation	3x Minor behaviour occurrences - Intentional sustained arguing with Teacher - Giving rude gestures towards a staff member	- Contact home - Log OneSchool referral Complete restorative conversation	Classroom: HoD Playground: HoY	Refusal to follow instruction (see: Defiance)
Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	- Low intensity interference for short periods of time (e.g. talking, noise with lesson materials, yelling, playing with toys/objects, etc.) - Any use of buddy class – follow flow chart	ESCM’s Establish Expectations Provide choice Issue detention Contact home Buddy Class	3x Minor behaviour occurrences within a term - Repeated use of buddy class within a subject over a term - Consistent interference to learning where teaching and learning has had to stop over multiple lessons	- Contact home - Log OneSchool referral Complete restorative conversation	Curriculum HoD	Single or infrequent short interruptions
Dress Code Student wears clothing that is not within the dress code guidelines defined by the school.	Low-level uniform issues where student does not complete detentions Staff to follow Compass processes for recording uniform violations on Chronicle	Record Uniform Violation on Compass Send to Upper A Contact Home Speak with YLT	- Consistent low-level uniform issues where student does not complete detentions - Persistent uniform issues where Care Teacher is having to reassign lunchtime detention multiple times - Student refuses rectify uniform or visit Upper A	- Contact home - Log OneSchool referral - Complete restorative conversation	HOY	Uniform issue rectified by student in the moment (e.g. attended Hub, corrected uniform)
Falsifying Documents Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person’s name without that person’s permission.	Creation of document pretending to be a parent (e.g. forged note)	Revise expectations Contact parent Issue consequence	- Creation of document pretending to be staff - Forged signature of staff	- Contact home - Log OneSchool referral - Complete restorative conversation	HOY	Giving false name to staff (see: defiance)
Fighting Student is involved in mutual participation in an incident involving physical violence.	Playfighting/wrestling where students have made contact but quickly followed staff instructions to stop	ESCM’s Establish Expectations Issue detention Contact home Buddy Class	Intentional and serious physical contact between two or more students causing harm or where there is significant potential harm (e.g. hitting, kicking, punching, shoving, etc.)	- Call #299 if students are in danger or needing First Aid - Playground – no contact home - In class – discuss with HOY & contact home	HOY Phone #250 (Admin support) or #299 (emergency line) for support if students are in current danger	One student being physically violent or aggressive towards another person (see: physical aggression)

Harassment Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	- Use of language which may cause offence (e.g. saying ‘stupid’ or ‘gay’ in general speech) - Playing tricks/pranks on other students - Targeted name calling to cause offence	Revise expectations Contact home Issue detention	Sustained, repeated or extreme disrespectful language to another student (e.g. based on race, gender, religion, etc.)	- Contact home - Log OneSchool referral - Complete restorative conversation	HOY	- Physical contact with other students (see: bullying/fighting/physical aggression) - Swearing at another student or staff (see: abusive language)
Other – charge related suspension	DP and Principal use only					
Physical aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	- Physical action where injury may occur but is not intended - Incidental pushing, grabbing, tripping	Revise expectations Issue consequence Contact home	Student is currently engaging in serious physical causing potential significant harm to another student (e.g. hitting, punching, kicking, shoving, etc.) - Student was intentionally engaging in physical contact with another student where injury may occur (e.g. hitting, punching, kicking, shoving, etc.) - Incitement or encouragement of physical aggression or fighting between other students	- Call #299 if students are in danger or needing First Aid - Playground – no contact home - In class – discuss with HOY & contact home	HOY Phone #250 (Admin support) or #299 (emergency line) for support if students are in current danger	Two students engaging in a physical fight (see: fighting)
Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.	- Minor damage to property which is repairable/cleanable (e.g. writing on desk in pencil) - Accidental actions which result in damage to property	Revise expectations Issue consequence Contact home	- Intentional actions which cause damage to school or students’ property - Graffiti - Vandalism	- Staff log OneSchool behaviour - Contacts: - PGD – HOY Contact only - Classroom – Teacher contact home	HOY	Throwing objects at others, dropping things off balconies (see: property misuse)
Property misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Accidental actions with an object which caused or were likely to cause damage to others	Revise expectations Issue consequences Contact home	- Intentional actions with an object which caused or were likely to cause damage or harm - Accidental misuse of a fire extinguisher	- Staff log OneSchool behaviour - Contacts: - PGD – HOY Contact only - Classroom – Teacher contact home	HOY	Damage to property (see: property damage)
Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	- Failure to meet draft submission date - Refusal to participate in class learning activities	Contact home Issue detention Potential academic penalty – speak with HoD	- Failure to meet final submission date - Persistent refusal to participate in class learning activities	- Contact home - Log OneSchool referral - Complete restorative conversation	Curriculum HoD	- Plagiarism (see: Academic misconduct) - Misconduct during an exam (see: Academic misconduct)
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/ imitations or implements.	MAJOR ONLY		- Possession/selling/consumption of illegal drugs and/or synthetic drugs - Possession of implements for use with illegal drugs	DP or HOY - please alert by phone immediately - Log OneSchool Referral - Phone and discuss the incident with DP or HOY	cigarettes, tobacco, alcohol, e-cigarettes/vapes (see: Substance misconduct involving tobacco and legal substances)	
Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	MAJOR ONLY		- Consumption/ possession/selling of alcohol (including suspicion) - Smoking/ selling/ possession of cigarettes/e-cigarettes (or similar) or implements for the use of tobacco (including suspicion)	HOY- please alert by phone immediately - Log OneSchool Referral - Phone and discuss the incident with DP or HOY	Illicit drugs or drug paraphernalia (see: Substance misconduct involving illicit substances)	
Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	- Use of mobile phone/headphones – taken to hub when asked by staff Use of device for a purpose other than learning – e.g. games - Using another student’s login - Misuse of computers during class – e.g. turning off a computer - Playing music/games	Establish expectations Provide choice Contact home Device to Hub (except laptop)	- Laptop misuse (consistently playing games to avoid curriculum work and refusing to put laptop away) - Use of mobile phone/headphones – refusal to hand in to hub - Photographing, videoing and/or posting video/images/comments of students and staff or anything that may impact the school’s reputation - Creation of social media accounts impersonating staff or the school	- Contact home - Log OneSchool referral - Complete restorative conversation - Send phone to hub (if recording)	Laptop misuse in class = Curriculum HoD HOY	- Avoiding curriculum work (see: refusal to participate..) - Cyberbullying (see: Bullying) - Accidental or deliberate physical damage to a device (see: Property Damage)
Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Taking other student’s items during class (pencils, pencil cases)	Establish expectations Provide choice Contact home Issue consequence	Deliberate actions to take the property of another student, a staff member or the school	- Contact home - Log OneSchool referral	HOY	Borrowing property from staff or students
Truancy (out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	- Student left class without permission and truanted lesson - Student is consistently less than 10mins late to class - YLT (Year Level Team) confirmed truancy (less than half the lesson) - Teacher is aware student was truant from class	Revise expectations Contact home Discuss with YLT	- Student is consistently greater than 10mins late to class - Student left class without permission and truanted majority of the class - Teacher aware that the student is consistently truanting class without reason or with another staff member - Student missing numerous lessons/across subjects	- Contact home - Log OneSchool referral - Complete restorative conversation	HOY	- Student a few minutes late to class - Student late to care class (manage on IDAttend with detention)

Truancy (out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	MAJOR ONLY		Student confirmed to be off site or leaving school grounds without permission	HOY HOY contact only	Truancy in bathrooms (see Truancy out of class)
Use/possession of combustibles Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	- Possession/use of aerosol cans for their intended purpose - Use of birthday candles	Establish expectations Issue consequence (e.g. send item to Hub) Contact home	Possession of items which have the potential to cause damage or disruption (e.g. matches, lighter, firecrackers)	Direct to HOY or DP Please alert by phone immediately #299 (emergency), #250 (Exec Support) HOY or DP to contact only Have discussion with HOY or DP	Cigarettes, tobacco, alcohol, e-cigarettes/ vapes (see: Substance misconduct involving tobacco and legal substances)
Use/possession of weapons Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	MAJOR ONLY		- Possession of weapon or replica weapon (e.g. knife)* - Intentional use of an object to threaten physical harm to another person Please speak with your HOD for curriculum permission	Direct to HOY or DP Please alert by phone immediately #299 (emergency), #250 (Exec Support) HOY or DP to contact only Have discussion with HOY or DP	Accidental or intentional mishandling of equipment causing potential for harm (see: Property misuse causing risk to others)