

SARINA STATE HIGH SCHOOL



Student Code of Conduct 2024 - 2027

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

Contact Information

Postal address: 14-30 Anzac Street, SARINA, 4737

Phone: 0749438111

Email: admin@sarinashs.eq.edu.au

School website
address: www.sarinashs.eq.edu.au

Contact Person: Jane Grieger (Principal)

Endorsement

Principal: Jane Grieger

Principal Signature:



Date: 16/01/2024

P/C Representative:

P/C Representative

Signature:

Date:

Contents

Purpose	3
School Vision	4
Whole School Approach to Discipline	4
Consideration of Individual Circumstances	6
Differentiated and Explicit Teaching	7
Focused Teaching	8
Intensive Teaching	8
Student Well-being and Support	9
Disciplinary Consequences	11
School Policies	17
Temporary removal of student property	17
Use of mobile phones and other devices by students	20
Preventing and responding to bullying	27
Appropriate use of social media	34
Restrictive Practices	38
Critical Incidents	39

Purpose

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

The Sarina State High School 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.

School Vision

The Sarina State High School Vision has been collaboratively developed by our school community. It outlines our mission and our values and our determination in ensuring we maximise the learning outcomes for every student, while providing a supportive environment.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. There are clear expectations outlined in our Enrolment Agreement for all school community members and their role in the educational process.



SARINA STATE HIGH SCHOOL VISION

Empowering learners, embracing communities, fostering success

OUR MISSION

At Sarina State High School we believe every student deserves the opportunity to learn in a safe, supportive and inclusive learning environment. We provide a diverse range of pathways to allow students to achieve their best. We aim to foster high expectations through building genuine relationships. We provide a strong foundation for students to give them the confidence to realise their full potential. We empower our students to have pride in themselves and their school community by acknowledging where they have come from.

WE VALUE

- a respectful, friendly and welcoming school
- a supportive, inclusive and nurturing learning environment
- genuine relationships that build school pride
- high expectations and a strong work ethic
- consistent effort to achieve high quality results

Whole School Approach to Discipline

Sarina State High School uses a multi-tiered system of support for discipline in the school which is based on Positive Behaviour for Learning (PBL). 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 Sarina State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Student Wellbeing

The explicit and systematic teaching of social-emotional learning (SEL) competencies to students has been shown to decrease emotional distress and behavioural problems and increase academic scores. SEL helps students manage emotions, set goals, get along with others and make responsible decisions.

Sarina State High School students have access to the following:

- Student Services Team
- Enrichment Program
- Resilience Project (Years 7 – 9)
- Student surveys
- Targeted programs and presentations throughout the year

Trauma-informed practices

Staff at Sarina State High School are trained in trauma informed practices and provide universal support to students to support their learning and well-being.

Restorative Practices

School leaders and staff members work together to establish and maintain a positive school climate. Adults communicate, teach, and model the positive behaviours they expect students to exhibit in the classroom and school throughout the day. By setting expectations, teaching students to meet those expectations and regularly reinforcing appropriate behaviours, schools see fewer incidents of inappropriate behaviour and more time spent on teaching and learning.

The SHAPE (Sarina High Achieving Personal Excellence) policy supports students by providing them with meaningful opportunities for improving social and emotional skills, such as recognising and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships and handling challenging situations in a constructive way.

Bullying Prevention

All students have access to the supports needed to prevent the development and continued use of problem behaviours, including bullying. The Student Code of Conduct outlines how bullying can be reported and actioned.

More information can be found at:

<https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning>

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, 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

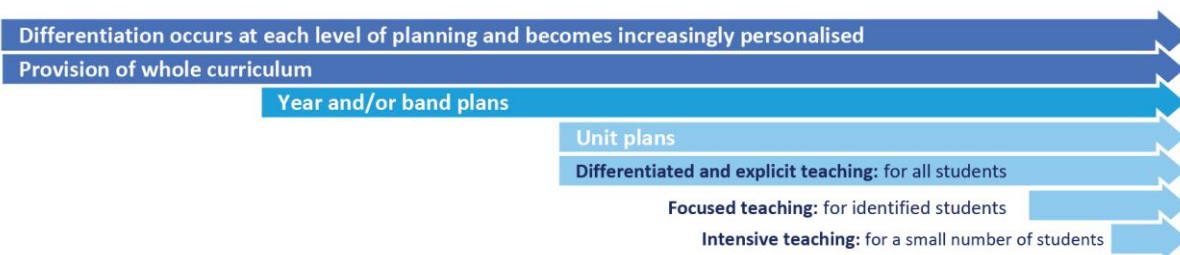


discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and 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 to discuss the matter.

Differentiated and Explicit Teaching

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



Teachers at Sarina 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 to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural

expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

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

Sarina State High School has a range of Student Support Network 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.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, 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.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Individual Behaviour Support Plans are developed for students with particular complex or challenging behaviours and case managed with the Head of Year, Head of Student Services / Student Engagement / Head of Inclusive Learning, and Deputy Principal. Intensive support will often involve close collaboration with departmental and external agencies to ensure that students with complex and challenging behaviours are adequately supported. The Guidance Officer will work with the Principal, Deputy Principals, and Student Services Team to facilitate referrals to departmental and external agencies.

Student Wellbeing and Support

Sarina State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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.

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

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

SARINA STATE HIGH SCHOOL STUDENT SUPPORT NETWORKS



WHERE



WHO

Support Person	Before School	Class	Lunch	After School
Youth Support Coordinator	✓	✓	✓	
ESC	✓	✓	✓	
Chappy A Block	✓	✓	✓	✓
Guidance Officer				
Administration	✓	✓	✓	✓
Nurse				
A Block	✓	✓	✓	
Head of Year (HOY) HOY Hub	✓		✓	
Year 7	✓	✓	✓	✓
Year 8	✓	✓	✓	✓
Year 9	✓	✓	✓	✓
Year 10	✓	✓	✓	✓
Year 11	✓	✓	✓	✓
Year 12	✓	✓	✓	✓
HOD Student Engagement	✓	✓	✓	✓
ESC				
HOD Inclusive Learning				
ILC	✓	✓	✓	✓
HOD Student Services				
Administration	✓	✓	✓	✓
Year Level Deputy Principals 7/10 8/11 9/12 Administration Building	✓	✓	✓	✓
Teacher Aides	✓	✓	✓	
Teachers	✓	✓	✓	✓
Social Worker				
ESC	✓	✓	✓	✓
GP Thursday By Appointment	✓	✓		

HOW

How do I respond?

- Discuss issues in a calm and reasonable manner.
- Complete a statement (if necessary).
- Check in with my Support Person/Champion.
- Follow my Safety/Zone Plan.

STYMIE



EXTERNAL SUPPORT SERVICES

- Kids Helpline: 1800 55 1800 - www.kidshelpline.com.au
- Eheadspace: 1800 650 890 - www.eheadspace.org.au
- Lifeline - 13 11 14 - www.lifeline.org.au
- Beyond Blue Youth: 1300 224 636 - www.youthbeyondblue.com
- Reach Out - Online Mental Health Service - www.reachout.com
- Suicide Call-back Service: 1300 659 467
- Mental Health Access Line: 1300 642 255
- 1800 Respect: 1800 737 732 - www.1800respect.org.au
- QLife: 1800 184 527 - www.qlife.org.au

Sarina State High School

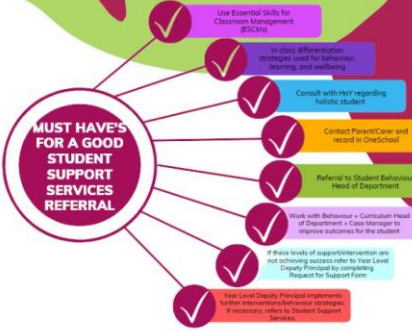
Realising the potential of every student

Referrals to Student Support Services Team

The Student Support Services Team is a consultative problem-solving team that is there to support the complex needs of students across the school. The members of the team work collaboratively to share information and strategies to support both students and staff in ensuring every student is succeeding.



STANDARD REFERRAL PROCESS



IMMEDIATE REFERRAL PROCESS

- There will be instances where the behaviours of the at risk student requires immediate referral
 - Phone or in person contact the appropriate person and log referral in OneSchool contact
 - GO - suicide talk, self harm, student protection concerns, sexual harm
 - Year Level Deputy - assault, weapons, illicit substances, threats
 - HOIL - student major de-escalation
- NOTE: Deputy Principal or Principal to be notified if unable to access any of the above staff

SUPPORT PATHWAYS

WELLBEING (GO, YCS, CHAPLAIN, NURSE)	ENGAGEMENT CURRICULUM (HOD, HOIL, YSC, DP)	ENGAGEMENT BEHAVIOUR (HOD HOIL, YSC, DP)
Mental health, grief, socialisation issues, student protection matters, at risk behaviours, counselling, risk assessments, targeted programs, referrals to outside agencies, cognitive and adaptive behaviour assessments, transitional support.	Academic difficulty, learning support, timetable/subject selection changes, active engagement (senior - post compulsory), diagnostic testing, suspected cognitive and learning specific disabilities, ICPs, QCIA, AARAs, staff coaching.	Student Code of Conduct support, de-escalation strategies, staff coaching, mediation, Functional Behaviour Assessments, Behaviour Support Plans, Discipline Improvement Plans.



Queensland
Government

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Possible responses to student incidents are indicated below:

Responding to Incidents of Misbehaviour — Placemat



Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection

- Low voice and tone for individual instructions
- 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)
- Buddy class
- Detention

Focussed

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
- Referral to Student Support Network
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work 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.

Summary of possible school-based responses to behaviour

Student Behaviour	Definition	Possible consequences
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> • Redirection • Apology • Restorative action • Detention • Buddy Class • Parent contact • Withdrawal/time out • Mediation • Referral to Head of Year / Student Services Team / Deputy Principal / Principal • Make up lost time • Change into correct uniform • Attendance monitoring • Supervised breaks
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.	
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.	<ul style="list-style-type: none"> • Refer to assessment policy • Suspension of privileges and/or restitution • Withdrawal of network access • Apology • Removal from activity • Police contact • Suspension • Exclusion
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.	
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.	
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.	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using prohibited substances such as vapes, tobacco, alcohol, other prohibited substances or implements.	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations 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.	
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 <ul style="list-style-type: none"> • 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 Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension

- Exclusion (period of not more than one year or permanently).

At Sarina State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

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

Arrangements

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

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

Reasonable adjustments

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

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Safe, Responsible and Respectful Online

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

- the condition, nature or value of the property
- the circumstances in which the property was removed

- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- vapes
- 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 Sarina State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;

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

Parents of students at Sarina State High School

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

Students of Sarina State High School

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

Use of mobile phones and other devices by students

From the beginning of Term 1 2024, **all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours.** Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Responsibilities

The responsibilities for students are outlined below.

All students **must keep their mobile phones switched off and 'away for the day' during school hours, from 8:50am to 2:55pm.** Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

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

- wear a smart watch if it is disabled / disconnected from other devices during school hours.
- seek the teacher's approval where they wish to use a mobile device under special circumstances and carry written approval.
- bring mobile devices on camps and excursions if permission has been granted by the supervising staff.
- be courteous, considerate and respectful of others when using a mobile device before and after school.

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

- **use a mobile phone or smart watch during the school day unless prior permission has been authorised and documented**
- use a mobile phone or other device 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 Sarina State High School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student

Student use of mobile devices policy 'Away for the Day'

Important to note

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) policy.

Overview

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity that complies with the school's local implementation approach, or have an approved exemption for medical, disability and/or wellbeing reasons.

Students participating activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

The *Student Code of Conduct* details staff responsibilities to support students to understand and meet behavioural expectations of the school, and guidance on the application, where required, of disciplinary consequences.

Students are discouraged from bringing mobile devices to school. If a student brings a personal device to school, the school does not take any responsibility for the loss or damage of this item.

School expectations:

- **Students must not access or use their mobile phone or wearable device for the duration of the school day from 8:50am to 2:55pm.**
- **Smart watches may be worn but must be disabled / disconnected from other devices during school hours.**
- **Mobile phones are to be stored in student storage lockers during the day – ie. not in pockets, bags, pencil cases etc**
- **Students who are seen by any staff member accessing their mobile device will be asked to turn off their device and take it to the storage lockers.**
- **Students will not be permitted to use their device to pay for items during the school day. They will be required to use cash or a physical debit card.**
- **Only students with an approved exemption will be permitted to use their device for a specific time / purpose.**

- **Smart watches and phones may only be permitted to be brought on camps and excursions under the direction of the Principal, however may only be used at set times as indicated by school staff.**

- **Any student not meeting these expectations may receive consequences.**

In determining student consequences, school staff will take into consideration the individual circumstances of each student. This means making decisions that are reasonable for the situation. Possible consequences for failing to meet the stated expectations include:

1st and 2nd instances:

- providing a verbal reminder to the student or class about expected behaviour
- directing the student to place the mobile phone in storage
- directing the student to switch off notifications on their wearable device
- applying a detention for a defined period of time.

Subsequent instances:

- removing the device temporarily and returning to the student or requesting their parent collect the device at the conclusion of the school day
- applying a detention for a defined period of time.

Failure to comply:

- if a student argues with staff in a request to take their device to the office, or if they refuse to hand it in, further consequences may be applied as per Student Code of Conduct.

Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's [Temporary removal of student property by school staff procedure](#).

Schools are encouraged to consider preventative measures such as the development of a whole-school approach that promotes the safe, respectful and positive use of mobile phones and other technology through delivery of the Australian Curriculum and specific programs focused on digital literacy.

When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of the students and/or staff members involved. Further guidance on responding to online incidents can be found in the [Online incident management guidelines for school leaders](#) and [How to manage online incidents that impact your school](#) flowchart.

Storage of mobile phones

Sarina State High School students who bring their mobile phone to school, will be expected to place their phone into a **school provided combination locker before the start of the school day**. The device is to remain in the locker until the end of the school day or until the student has permission to take it out.

Exemptions

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose. These students will be provided with a card that indicates they have an exemption to use their device in specific circumstances.

Individual circumstances

Consideration of individual circumstances must be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the [Managing students' health support needs at school procedure](#))
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

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

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, should be documented in the student's OneSchool Support Provision Card and communicated to school staff, including temporary relief staff.

In making a decision not to approve an exemption, principals (or their delegates) will undertake an assessment of the human rights that may be impacted by the decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment should be documented appropriately.

Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed should be made available in accordance with the [Customer complaints management procedure](#).

School specific exemptions

It is acknowledged that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations.

Teachers, in line with their Head of Department, may give permission for students to use their mobile phone or wearable device in the classroom, for a specific and agreed educational purpose

Students may be permitted to access and use their mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the [School excursions procedure](#)).

Use of mobile phones and other electronic devices during these activities will be outlined in the information and permission documentation issued prior to the excursion / camp / activity.

Where principals make a decision to permit the use of mobile phones and wearable devices under these specific circumstances, consideration should be given to:

- whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYOD policy
- whether the student's mobile phone is able to be connected to the school's network, to support safe and filtered access to the internet (in accordance with the [Use of ICT systems procedure](#)), and
- ensuring students only use their mobile phone or wearable device for the intended, agreed purpose.

Legislation

- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act Qld \(2019\)](#)

Other resources

- [Customer complaints management procedure](#)

- [Cybersafety and reputation management](#)
- [Inclusive education policy](#)
- [Managing students' health support needs at school procedure](#)
- [Managing risks in school curriculum activities procedure](#)
- [Student discipline procedure](#)
- [Temporary removal of student property by school staff procedure](#)
- [Use of ICT systems procedure](#)
- [Use of mobile devices procedure](#)

Preventing and responding to bullying

Sarina State High School promotes 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.

Sarina State High School has a Student Council, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

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

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

Sarina State High School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

- Teacher / Staff member
- Head of Year
- Deputy Principal / Principal
-

***Online anonymous reporting system through STYMIE**



- Provide a safe, quiet space to talk
 - Reassure the student that you will listen to them
 - Let them share their experience and feelings without interruption
 - If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
 - Write a record of your communication with the student
 - Check back with the student to ensure you have the facts correct
 - Enter the record in OneSchool
 - Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
 - Review any previous reports or records for students involved
 - Make sure you can answer who, what, where, when and how
 - Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
 - Make a time to meet with the student to discuss next steps
 - Ask the student what they believe will help address the situation
 - Engage the student as part of the solution
 - Provide the student and parent with information about student support network
 - Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
 - Complete all actions agreed with student and parent within agreed timeframes
 - Monitor student and check in regularly on their wellbeing
 - Seek assistance from student support network if needed
- Meet with the student to review situation
 - Discuss what has changed, improved or worsened
 - Explore other options for strengthening student wellbeing or safety
 - Report back to parent
 - Record outcomes in OneSchool
- Continue to check in with student on regular basis until concerns have been mitigated
 - Record notes of follow-up meetings in OneSchool
 - Refer matter to specialist staff within 48 hours if problems escalate
 - Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their class teacher or 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 Sarina State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

STYMIE

STYMIE is a notification system which allows students to anonymously report bullying, cyberbullying, unsafe behaviour, or any concerns they have regarding the well-being of themselves or others.

STYMIE assists schools in fostering and empowering students to further the culture of care.

Bystanders are the largest group in the cycle of bullying, and the key to helping make schools safer.

Stymie helps schools overcome the bystander effect by enabling their students to report incidents of bullying and harm, safely and anonymously. Schools receive notifications via email, dealing with them according to their existing wellbeing framework. Stymie does not receive or store the notifications, they are encrypted and sent directly to the school.

Nationally, schools are receiving Stymie notifications about bullying, illegal activity, depression, anxiety and self-harm.

Stymie at Sarina State High School:

Any student can make a notification about someone they believe is being bullied or harmed by going to www.stymie.com.au. This notification is automatically forwarded to the school, and managed by members of the leadership team and student services team.

Notifications are investigated and followed up in line with the school's Student Code of Conduct.

Sarina State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

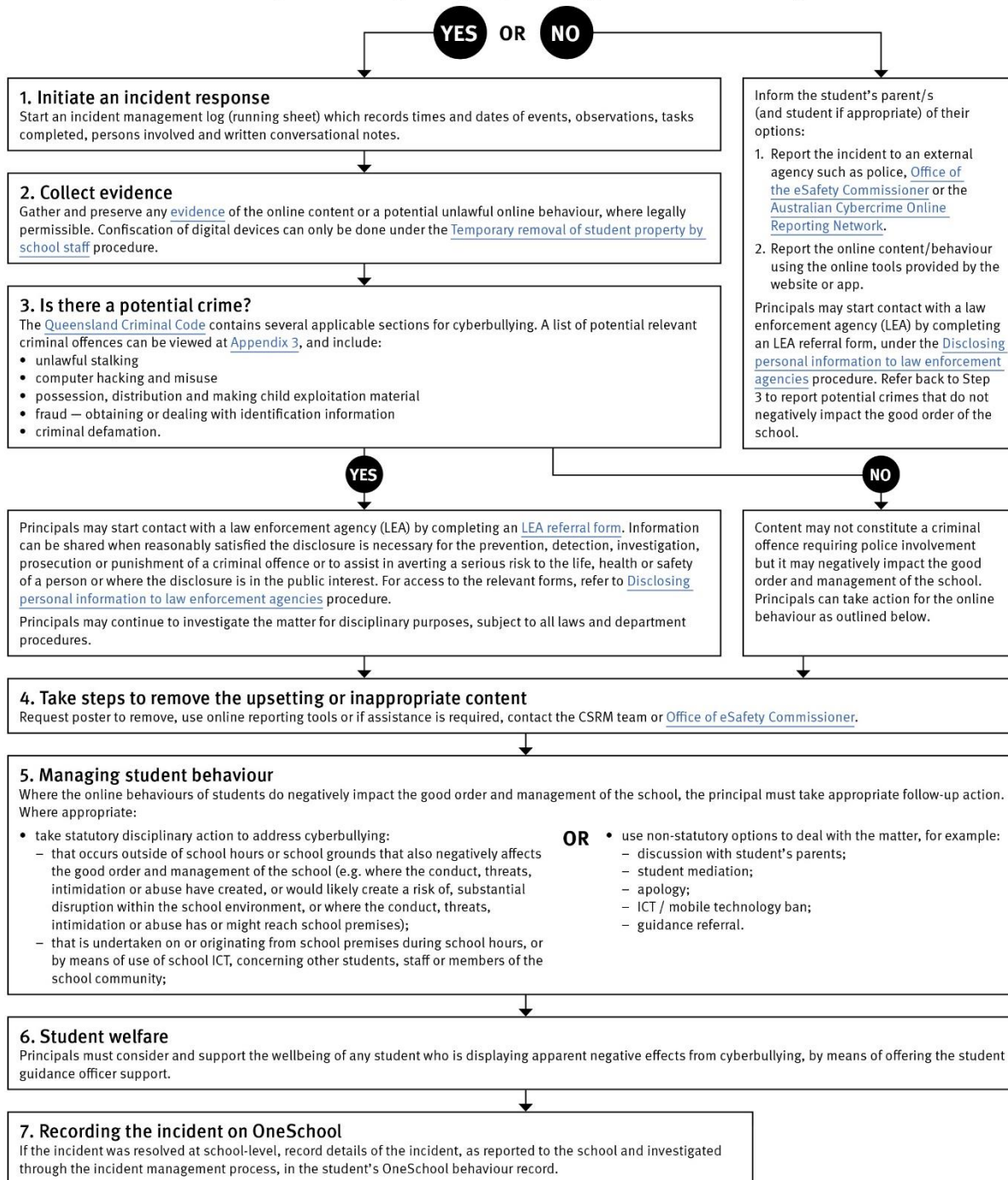
Explicit images

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

Report

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

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



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

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

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

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

community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, 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. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

Safe, Responsible and Respectful Online

Students of Sarina State High School:

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use laptops / iPads for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the a device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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-device 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 the a device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical

holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain 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