



Cleveland District  
State High School

# Student Code of Conduct

# 2025

Version 3.4  
Last updated 14 March 2025

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Cleveland District State High School is dedicated to ensuring that every student at is prepared to meet the future. We promote the all-round development of each student; We deliver a world-class education; We provide a range of relevant and meaningful pathways; and, We create opportunities for students to strive to achieve their best.

Our school is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Cleveland District State High School Student Code of Conduct is designed to facilitate high standards of behaviour, fostering positive learning environments. It sets out the responsibility and processes the school uses to promote a productive, effective whole school approach to discipline.

This document is consistent with the agreed values of our staff, School Council and School Parents and Citizens Association. These values are strongly aligned to our School Philosophy and informed by Chapter 12 *Good order and management of State educational institutions and non-State schools* of the [Education \(General Provisions\) Act 2006](#).

## Contact Information

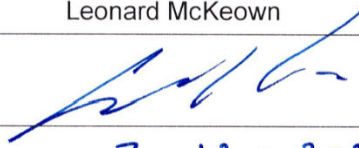
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## Endorsement

Principal Name: Leonard McKeown

Principal Signature:

Date:



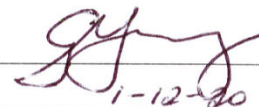
3-12-2020

P/C President and  
School Council Chair:

Amanda Miles  
(P/C President)

Grahame Young  
(School Council Chair)

P/C President and  
School Council Chair  
Signature:



Date:

2-12-2020

1-12-20

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## Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

### Our Guiding Charter

Our school community embraces our vision, mission and values through **ICARE**:

**At Cleveland High we**  
**Include** and accept others  
**Create**, imagine, inspire, innovate  
**Achieve** our personal best  
**Respect** each other and the world  
**Enjoy** learning and find humour  
In **Safe** and supportive environments

This charter allows us to live our philosophy in every lesson, every activity, every day.

We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

## Student Wellbeing

Cleveland District 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. 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.

### Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Cleveland District State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

## Policy and Expectations

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

### **Drug education and intervention**

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

### **Specialised health needs**

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

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

### **Medications**

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

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

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

### **Mental health**

Cleveland District State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

### **Suicide prevention**

Cleveland District State High School staff who notice suicide warning signs in a student should seek help immediately from a school guidance officer, member of the executive leadership team or other appropriate staff.

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

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

### **Suicide postvention**

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

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

### **Hands off policy**

To ensure the safety of all students and to respect each other's personal space, Cleveland District State High School observes a 'Hands Off' policy. This includes both consensual and aggressive behaviours amongst students.

An enrolled student, whilst on the school premises, at a school function, excursion or school camp or in uniform before and after school is not permitted to:

1. Touch another student in a manner judged inappropriate by staff or student
2. Use any form of physical restraint against other students or staff
3. Engage in inappropriate consensual behaviours

## Student Support Network

Cleveland District State High School is proud to have comprehensive Student Support Network (SSN) in place to help the educational, 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 Cleveland District 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 SSN.

Teachers who notice a student may require extra support may communicate with families and may refer to a member of the SSN. The SSN is made up from a core group of members who work closely with a range of internal and external support agencies to provide specialised support as required.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school Principal.

<b>Role</b>	<b>What they do</b>
Deputy Principal (Engagement)	<ul style="list-style-type: none"> <li>• lead the school wide implementation of the Student's Code of Conduct</li> <li>• lead the Student Support Network (SSN)</li> <li>• lead the Student Case Management Team</li> </ul>
Deputy Principal (Inclusion)	<ul style="list-style-type: none"> <li>• leadership of Student Support Services Team (SSST)</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need</li> <li>• work collaboratively with stakeholders to promote inclusive practices</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> </ul>
Dean of Students	<ul style="list-style-type: none"> <li>• lead the implementation of Cleveland District State High School's Code of Conduct and pastoral care program</li> <li>• effectively manage student behaviour and engagement</li> <li>• track, monitor and evaluate student behaviour/engagement</li> <li>• Lead student behaviour and engagement improvements through the evaluation of policies, strategies and practices</li> </ul>



Assistant Dean of Students	<ul style="list-style-type: none"> <li>• supports student welfare for a given year level</li> <li>• promotes school policies and procedures with students</li> <li>• Work collaboratively with the Dean of Students to effectively implement the School's Student Code of Conduct</li> <li>• nurtures a sense of belonging within their year level and the school</li> </ul>
Indigenous Support Teacher	<ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.</li> <li>• liaises with the school community to support and enhance student outcomes</li> </ul>
Industrial Liaison Officer	<ul style="list-style-type: none"> <li>• Support student placement in industry/traineeship/trade training/TAFE etc</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs</li> </ul> </li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• promote student wellbeing, particularly through the provision of pastoral care</li> <li>• work as a part of the SSST to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.</li> <li>• encourage reflection about the spiritual dimensions of life</li> </ul>
School-Based Police Officer	<ul style="list-style-type: none"> <li>• promote positive relationships between the school community and police</li> <li>• contribute to an understanding of the law/legal process and procedures; particularly in relation to young people</li> <li>• attend to police related matters within the school community, where appropriate</li> </ul>

### **CDSHS Student Case Management Approach**

The Cleveland District State High School's (CDSHS) Case Management Approach is a student-focus process designed to support students with individualised and complex support needs. This tiered approach draws upon differentiated and universal practices within the classroom for all students, a focused approach for students requiring additional support, and a Case Management plan of action for students when the school-based universal and focused supports are inadequate to meet the needs of the student.

### **Student Support Services Team (SST)**

Cleveland District State High School's Student Support Services Team (SSST) comprises of key student support stakeholders. The SSST is led by the Deputy Principal Inclusion and meets regular to promote an inclusive and positive school culture.

The SSST comprises of the following key support staff:

- Deputy Principal Inclusion
- Guidance Officer
- School Chaplain
- Indigenous Support Teacher
- School-Based Youth Health Nurse
- School-Based Police Officer

### **Regional Support**

It is also important for students and parents to understand there are regional and state wide support services available to supplement the school network. These may include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teacher and Senior Guidance Officers.

## Whole School Approach to Discipline

At Cleveland District 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 support instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to teach positive and productive behaviour.

The development of the Cleveland District State High School Student Code of Conduct is an opportunity to explain our approach to discipline with parents and students, and gain their support to implement consistent approaches to teaching positive behaviours. Doing everything we can to set students up for success is a shared goal of every parent, caregiver and school staff member. Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with a Year Level Dean, Deputy Principal or the Principal.

At Cleveland District State High School we emphasise the importance of directly teaching students the positive behaviours we want them to demonstrate at school and when representing the school. These school expectations are communicated to students via a number of strategies, including:

- Explicit teaching of school expectations and positive behaviours by Year Level Dean of Students, Home Group teachers and classroom teachers at the commencement of the school year
- These are also regularly revisited through-out the year
- Reinforcement of behaviour expectations on year level parades
- Publications in student handbook and on the school's website
- Reminders of expectations by staff during class and extra-curricular activities

### Student responsibility (ICARE)

#### **Include** and accept others

- Consider opinions and feelings of others
- Value and respect diversity
- Allow all students to learn in an inclusive classroom environment
- Contribute positively to the school learning environment

#### **Create**, imagine, inspire, innovate

- Apply past knowledge to new situations
- Persist and find new ways to achieve my goals
- Think flexibly, be able to change perspectives, generate alternatives and consider all other options to inspire others

#### **Achieve** our personal best

- Commit to continuous improvement every single day (Kaizen)
- Arrive on time to class and be ready to learn
- Ask for help when needed
- Work at learning
- Celebrate the achievements of others
- Be open to engaging in all elements of the school community: Social, Academic, Sporting, Citizenship and Cultural

**Respect** each other and our world

- Define our happiness and wellbeing by the happiness and wellbeing of those around us. (Ubuntu)
- Respect your own and others' right to learn
- Be considerate of other's personal space and property
- Take pride in the school, its reputation and our environment
- Be a Global Citizen
- Follow the hands off policy

**Enjoy** learning and find humour

- Work hard and have fun (Neoteny)
- Engage in the learning experiences provided by the teachers with a positive attitude
- Work with others to achieve higher standards
- Commit to being a lifelong learner
- Be helpful, honest, courteous and polite to members of the school community

**Safe** supportive environment

- Value my own safety and that of others
- Follow staff instructions
- Stay alert and report unauthorised people on the school property to the teachers or other staff members
- Keep the school environment neat and tidy
- Enter teaching areas in a quiet and orderly manner

**Parents/caregivers Responsibility**

- Conduct themselves in a lawful, ethical, safe and responsible manner
- Show an active interest in their child's schooling
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with the school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

## Consideration of Individual Circumstances

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

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

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

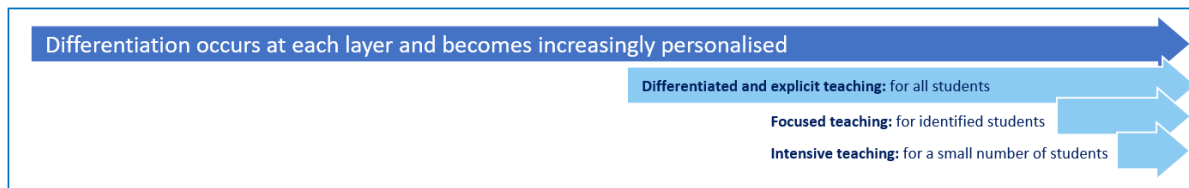
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

Cleveland District 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 practise.

Teachers at Cleveland District 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 Cleveland District State High School to provide focused teaching. Student progress is monitored by classroom teachers to identify those who:

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

Cleveland District State High School has a range of Student Support staff and programs directed through the SSST in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Deputy Principal Inclusion or Guidance Officer

## 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 referred to the Case Management Team and assigned a case manager who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Management of Disciplinary Matters

## Minor Disciplinary Matters

Cleveland District State High School uses a series of intervention strategies aimed at allowing students to own their behaviour and reflect on appropriate strategies to repair the relationship between the teacher, themselves and the class. When the teacher has exhausted all minor redirection strategies, students may be removed from the classroom for one lesson using the **Student Behaviour Management Flow Chart** (Pg. 21) also known as the '*buddy out process*'. This process is a reflective process requiring the student to own their behaviour and provide reasonable alternative behaviours when they return to the room.

If students are not able to change their behaviour teachers will send the student to the subject Assistant Dean or Head of Department to discuss a Negotiated Re-Entry to the class following a parent interview. Parents and students through this process discuss the behaviours that the student should be using in class and are made aware of the consequences of not following through with the negotiated re-entry plan.

At all stages of the intervention process parents are informed of the progress of the student and the strategies the school is taking to promote more positive behaviours consistent with the ICARE philosophy. The use of this system is also linked with a behaviour modification conversation between the student and the teacher. This conversation is aimed at repairing the teacher-student relationship, whilst engaging the student back into the learning environment.

## Major Disciplinary Matters

Major incidents will be referred to a **Year Level Dean** or **Deputy Principal** immediately.

## Examples of Minor and Major Behaviours

The table below outlines examples of minor and major disciplinary matters:

Examples of <b>minor</b> inappropriate behaviour	
<ul style="list-style-type: none"> <li>• Class disruption</li> <li>• Name calling, 'put-downs'</li> <li>• Arriving late to class</li> <li>• Use of inappropriate language</li> <li>• Failure to wear appropriate school uniform</li> <li>• Chewing gum and littering</li> <li>• Public displays of affection</li> <li>• Uncooperative behaviour</li> <li>• Refusing a reasonable request</li> <li>• Being in an out of bounds area</li> <li>• Inappropriate use of a laptop, school computers, computer network and/or printers including mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to attend a class detention</li> <li>• Being late for school/class</li> <li>• Failure to bring the necessary materials</li> <li>• Incomplete homework and classwork</li> <li>• Failure to complete assignments and assessments</li> <li>• Bringing the school's good name into disrepute both at and outside of school</li> <li>• Unsafe behaviour which could cause an accident. (i.e. running around buildings)</li> <li>• Failure to follow Workplace Health and Safety guidelines</li> <li>• Being in possession of prohibited items</li> </ul>



#### Examples of **major** inappropriate behaviour

- Harassment of a member of staff
- Harassment/Bullying of a fellow student
- Cyber bullying
- Verbal, sexual and/or physical abuse/fighting
- Vandalism/graffiti: Damage to either school or personal property
- Refusal to surrender IT devices after inappropriate use
- Theft – stealing of school or personal property
- Smoking (Includes possession of cigarettes, papers, lighter etc. Includes the act of smoking or being in the company of others smoking)
- Possession, consumption or distribution of alcohol and drugs (Prohibited Items) on school property or during school related activities
- Physical assault or threats of physical assault
- Persistent, deliberate classroom disruption
- Persistent and wilful disobedience
- Persistent failure to assist in the provision of a safe and supportive school environment
- Persistent refusal to comply with reasonable teacher instructions
- Breaching a Discipline Improvement Plan.
- Persistent refusal to attend afterschool detentions
- Repeated truancy from school grounds
- Trespass on private property
- Repeated inappropriate use of IT devices (recording, publishing, distributing inappropriate material and /or as a distraction or disruption to the learning environment)
- Being charged with an offence
- Bringing the school into disrepute
- Sexual activity
- Lighting fires
- Being in possession of prohibited items
- Intimidation through actions or a carriage service including mobile phones computers etc.

#### Examples of **Serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school:**

- Behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school events/activities, use of internet or electronic media/devices to abuse or denigrate)
- Assault or behaviour causing injury to any staff member
- Behaviour that interferes with the property of the school or on school premises or at school events/activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.)
- Possession of certain inappropriate items or weapons (including but not limited to knives, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or other explosives, etc.)
- Serious cases of inappropriate use, possession, supply of intoxicating substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication etc.)
- Misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school's Behaviour Plan)
- Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school
- Publication or posting of recorded sound or video of Cleveland District SHS students contrary to the school's Electronic Devices Policy that brings the school into disrepute
- Posting comments, photographs or other material which brings the school into disrepute.

# Legislative Delegations

## Legislation

In this section of the Cleveland District State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

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

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

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

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

## Disciplinary Consequences

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

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

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

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

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

## Differentiated

Teachers at Cleveland District State High School utilise a number of proactive and reactive practices to manage in-class/school, low level problem behaviour. The 'Essential Skills for Classroom Management' guide teachers in their behaviour management and engagement practices.

Essential Skill	Description
Establishing expectations	Making rules
Giving instructions	Telling students what to do
Waiting and scanning	Stopping to assess what is happening
Cueing with parallel acknowledgement	Praising a particular student to prompt others
Body language encouraging	Smiling, nodding, gesturing and moving near
Descriptive encouraging	Praise describing behaviour
Selective attending	Not obviously reacting to certain behaviours
Redirecting to the learning	Prompting on-task behaviour
Giving a choice	Describing the student's options and likely consequences of their behaviour
Following through	Doing what you said you would

## Focused

Class room teacher is supported by other school-based staff to address in-class problem behaviour

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. student behaviour plan, time-out card)
- Behaviour management flow chart - 'buddy out' process
- Good standing policy
- Lunchtime detentions
- Afterschool detentions
- Monday detentions (Year 11 and 12)
- Counselling and guidance support
- Behaviour / engagement contract
- Behaviour / engagement tracking
- Referral to Student Case Management Team
- Support from the Student Support Services Team (SSST)
- Withdrawal from activities
- Stakeholder meetings with parents, key staff and/or external agencies

## Intensive

School leadership team work in consultation with the school's Student Support Network to address persistent or serious problem behaviour. Examples of such behaviour may include: dangerous behaviour, possession of banned items, damage/vandalism, theft, bullying, substance use/misuse/possession, any unlawful behaviour or serious incidents of misconduct, or conduct prejudicial to the good order and management of the school.

School responses may include:

- Functional Behaviour Assessment to further inform individual support plan
- Referral to School Case Management Team for 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

## Official Principal Disciplinary Decisions

At Cleveland District State High School, the Principal may decide to issue an Official Disciplinary Consequence for student behaviour that is deemed serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school. These decisions are informed by Chapter 12 *Good order and management of state educational institutions* within the Education (General Provisions) Act 2006 (the Act) and the responsibility of a Principal under section 275 of the Act to *control and regulate student discipline in the school*. There are two types of Official Disciplinary Decisions:

- Official Principal Directive
- Official Principal Withdrawal

### Official Principal Directive

An Official Principal Directive is a formal instruction issued by the school principal in writing to the student and serves as an authoritative guideline outlining specific actions the student must follow. The directive reflects the Principal's leadership and responsibility in maintaining order, promoting a positive educational environment, and ensuring compliance with educational regulations and school policies.

### Official Principal Withdrawal

An Official Principal Withdrawal is formal action taken by a Principal where a student is directed to attend school but is withdrawn from participating in regular classes and playground activities. This measure is implemented as a disciplinary action or for safety and behavioural management purposes. During the Official Principal Withdrawal, the student is supervised in an alternative setting within the

school, usually the Engagement Centre, where they can continue their education separately from their peers. During this period of official withdrawal, students will also be involved in pro-active behavioural activities, including guided reflection, restorative practices and individual goal-setting. The withdrawal aims to address specific issues while minimising disruption to the learning environment for other students.

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family.

It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

Students who are suspended from Cleveland District State High School may be invited to attend a re-entry meeting on the day, or at an arranged time 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 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.

Re-entry meetings are designed to assist in the student's successful re-engagement in school following a suspension. Whilst attending a re-entry meeting is not mandatory, we strongly recommend that students and parents attend in order to discuss support strategies to assist in the student's successful return to school.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in the signed notice of suspension letters sent home to parents and students. 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 may include points of discussion outlined below. Where additional items are raised for discussion that are not suitable for the re-entry interview, a separate arrangement will be made to meet with the parent/s/carer/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.

Points of discussion may include

- Welcome back to school
- Check in on student wellbeing
- Discuss supports that may be put in place to assist in re-engaging with school and learning after the suspension
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up if required

### **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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Cleveland District 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:

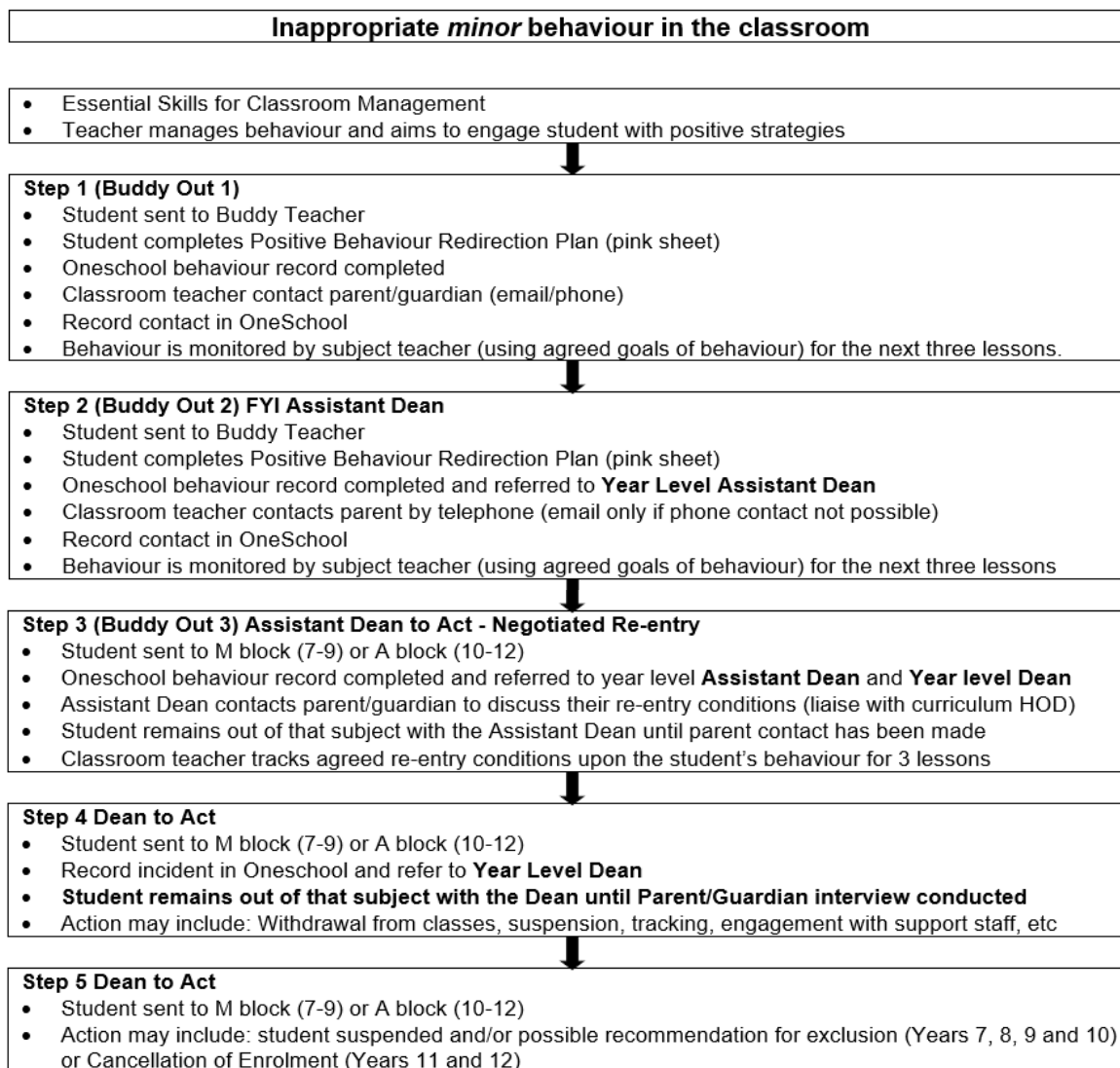
- Student Behaviour Management Flow Chart
- Behaviour Management outside of the classroom
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Acceptable use of ICT services, facilities and devices
- Preventing and responding to bullying
- Appropriate use of social media
- Detentions



## Student Behaviour Management Flow Chart

The following flow chart shows the steps that will be followed by teachers when dealing with minor behaviour which causes disruption in the classroom. **Major** incidents should be referred to a **Year Level Dean** immediately. At the start of each semester, students will revert to Step 1.

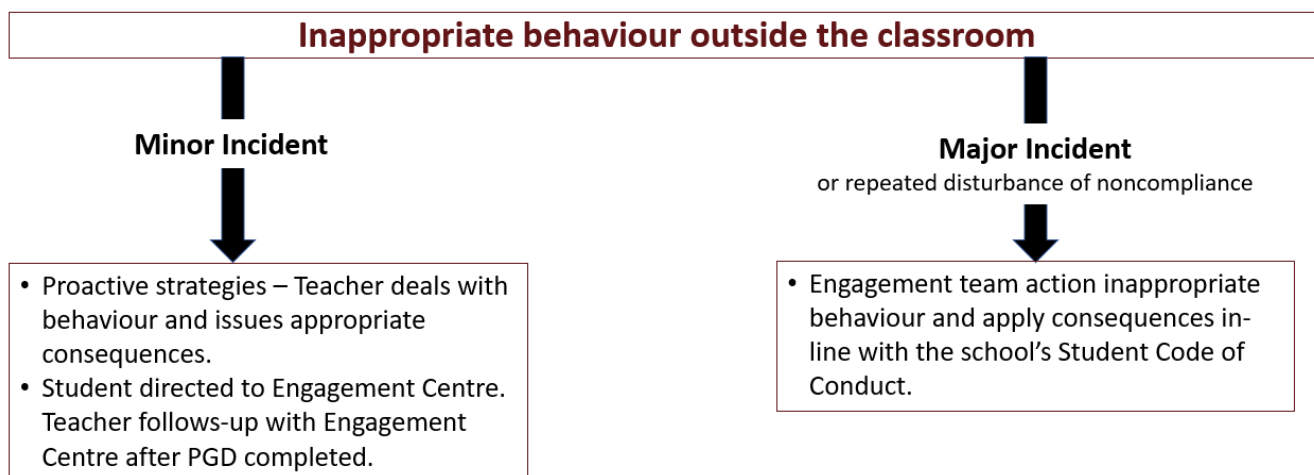
Students should not be buddied out for something that happened in the previous lesson. Students who do not follow the Buddy Out procedure escalate to the next step automatically. **Completed buddy forms are to be placed in Year Level Assistant Dean's pigeon hole.**



## Behaviour Management outside of the classroom

All students are responsible for their own behaviour and are required to take responsibility for their own actions and make cooperative efforts to create a positive learning environment. The following flow chart shows the steps that will be followed by teachers when dealing with behaviour which causes disturbance in areas other than the classroom.

The school is responsible for providing a **Duty of Care** to all students during break times. Through a timetabled Playground supervision roster, staff fulfil the requirements of the Education Department by providing a safe, supportive, school environment. Students who do not feel safe during these times should locate the closest teacher on duty, who will deal with the situation or refer the issue to the Administration team.



Minor Behaviours – Staff Member on Duty	Major Behaviour – Administration Referral
<ul style="list-style-type: none"> <li>• throwing litter on the ground</li> <li>• running in areas other than the school oval/courts</li> <li>• not wearing a hat on the oval</li> <li>• sitting or playing in an out of bounds areas</li> <li>• eating food not consistent with the government’s Healthy Eating Guidelines for Schools</li> <li>• low level disagreements between students</li> </ul>	<ul style="list-style-type: none"> <li>• physical altercations</li> <li>• repeated refusal to follow a reasonable teacher instruction</li> <li>• suspected of possession of prohibited items</li> <li>• other Major behaviours as described in the Student Code of Conduct</li> </ul>

## 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 Cleveland District State High School and will be removed if found in a student's possession:

- chewing or bubble gum
- Skateboards or scooters
- laser pointers
- permanent markers
- 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)
- smoking products or paraphernalia (including e-cigarettes, pod vapes, vape pens, box mods and vaporizers)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

### **State school staff** at Cleveland District 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 Cleveland District 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 Cleveland District 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, Deputy Principal, Dean of Students or state school staff that the property is available for collection.

### **Students** of Cleveland District 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 Exemplar State College 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, Deputy Principal, Dean of Students or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Cleveland District State High School has an explicit focus on improving student outcomes. The school community supports the appropriate use of technologies and displaying courtesy, consideration and respect for others whenever using electronic devices.

The school community agrees that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors may see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Bringing electronic devices\* to school is not encouraged by the school because of potential for theft, damage, distraction and/or disruption to learning. However, the school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

**Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.**

\* Electronic devices includes, but is not limited to, mobile phones, game devices, cameras, voice recording devices, tablets, headphones, smart watches and devices of a similar nature. The school has a separate policy for laptop devices.

### Student responsibility and acceptable use

If a student has chosen to bring a mobile phone or electronic device/associated equipment to school, they must abide in accordance with the following:

- In line with the state-wide 'away for the day' policy, mobile phones, must be switched off, or on silent, and kept out of sight during school hours and other educational activities.
- Exemptions will be made available for students who require access to their mobile phone for health monitoring purposes. Please speak with the Year Level Deputy Principal regarding processes for requesting an exemption.
- Students will have the opportunity to use their mobile phone when making payments at the tuckshop, uniform shop and student counter if required.

- Headphones must not be used, and kept out of sight, during school hours unless approval has been granted through the Curriculum HOD for headphones to be used for educational purposes.
- A student not following the school's guidelines and accessing mobile phones or electronic devices during school hours will be required to hand their device into the school office for later collection. Failure to comply with this request will result in further consequences for non-compliance in line with the school's Student Code of Conduct.
- The only time a student is permitted to use a mobile phone during class time is when Principal approval has been granted through the Curriculum HOD for specific educational purposes.
- Repeated non-compliance with the state-wide 'away for the day' policy may incur further consequences in line with Cleveland District State High School's Student Code of Conduct.
- Under no circumstances will Cleveland District State High School accept responsibility for the loss/damage of any electronic device.

### **Confiscation of mobile phones and other electronic devices**

Students may have their mobile phone or other electronic devices confiscated from them as a disciplinary consequence as outlined in the school's Student Code of Conduct. A student using a mobile phone without Principal approval will have it confiscated and will be required to hand their mobile phone into the office for collection at the end of the day. Due to safety concerns, the school will only confiscate a mobile device from a student during school hours, unless permission is granted by the parent.

In some cases a student may not be permitted to be in possession of a mobile phone, while at school for a period of time. In these instances the student is required to drop their mobile phone off at the office upon arrival to school, and collect it before departing each day.

## Acceptable use of ICT services, facilities and devices

Students at Cleveland District State High School use Information and Communication Technologies (ICT) as an integral part of their learning and to equip them to live and work successfully in the digital world. Cleveland District State High School has an extensive network of digital infrastructure including student owned laptops, school owned laptops, desktop computers, data projectors, printers/copies/scanners, robotics equipment and a vast range of other digital equipment to support student learning.

At all times while using ICT facilities and devices at school, whether personal or school owned, students will be required to act in line with the requirements of Cleveland District State High School's 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
- understand that a student-owned laptop used at school may only access the internet by connecting through the school's restricted network. Students must **not** access the internet via tethering/hot-spotting to cellular network technology ie: 3G/4G/5G enabled device.
- 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 devices, student-owned devices 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.

### **Acceptable/appropriate use of ICT by a student**

It is acceptable for students while at school to:

- use personally owned laptops, or school owned devices 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, their 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
- use their personal laptop device for private use before or after school, or during lunch breaks, in accordance with Student Code of Conduct.

### **Unacceptable/inappropriate use/behaviour of ICT by a student**

It is unacceptable for students while at school to:

- use any ICT device in an unlawful manner
- record images or video of students or school staff without their consent
- record images or video of the school grounds without the permission of the Principal
- publish any media online which includes students in school uniform, or involved in a school activity (example school sport, camps) without the permission of the Principal
- publish any media online which includes school staff or the school grounds without the permission of the Principal
- 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 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 regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras inappropriately, 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 digital technologies (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use electronic devices at exams or during class assessment unless expressly permitted by school employees.
- share network log-in details, or use another student/staff members log-in details to access the school network



## Preventing and responding to bullying

Cleveland District 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.

Cleveland District State High School has a **Student Representative 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 underpinned by the core elements of the Australian Student Wellbeing Framework:

### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



A priority for the Student Representative Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Cleveland District state High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## 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.

Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying. These conflicts may still be considered serious and need to be addressed and resolved. At Cleveland District State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

### Student Responsibilities

- Show respect for all members of the school community
- Speak out when you see bullying and/or harassment
- Be a positive influence to encourage respectful relationships
- Report to a staff member or Student Representative if you feel you are being bullied or harassed
- Support students who are bullied or harassed by encouraging them to report the incidents/s, or report the incident/s yourself, to a staff member or Student Representative
- Support school initiatives that help promote understanding, inclusion and respect for everyone
- Report violence or threats of violence immediately

### Key contacts for students and parents/carers to report bullying:


Students may report an incident(s) of bullying to any staff member at the school.

### Year Level Deputy Principals

Year 7	Grant Mitchell <a href="mailto:gmitc2@eq.edu.au">gmitc2@eq.edu.au</a>
Year 8	Anthony Elliott <a href="mailto:aelli1@eq.edu.au">aelli1@eq.edu.au</a>
Year 9	Esther Alexander <a href="mailto:ealex13@eq.edu.au">ealex13@eq.edu.au</a>
Year 10	Jackie Yarwood <a href="mailto:jarw2@eq.edu.au">jarw2@eq.edu.au</a>
Year 11	Kelli Hutton <a href="mailto:khutt5@eq.edu.au">khutt5@eq.edu.au</a>
Year 12	Karen Abraham <a href="mailto:kabra13@eq.edu.au">kabra13@eq.edu.au</a>

## Bullying response flowchart

The following flowchart explains the actions Cleveland District 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 this flowchart may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgement of the staff involved.



**Cleveland District State High School**

Always worthy Preparing students to meet the future

### Response to allegation of bullying flowchart

*The national definition of bullying for Australian schools: Bullying is the 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen 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).*

*Bullying of any form or for any reason can have 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.

*Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.*

Please note this flowchart may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgement of the staff involved.

Listen & refer

Collect & document

**Listen carefully and calmly to the student to identify the issue of concern**

- Be accepting and non-judgemental of students concerns
- 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
- Avoid the terms 'bully' or 'victim' and instead refer to 'the incident(s)' and focus on the facts as presented
- Refer the matter to the student's accountable Deputy Principal (If you hold immediate concerns for the student's safety, refer immediately to Deputy Principal, and/or Guidance Officer)


*The following steps of the bullying response flowchart will be completed by the accountable Deputy Principal*

**Collect information**


- Deputy Principal meets with the student and parent
- Deputy Principal discusses the school's response to allegation of bullying flowchart and the national definition of bullying in Australia.
- If possible, the student supplies examples/evidence they have of the alleged bullying (e.g. hand written notes or screenshots) and responds to clarifying questions: who, what, when, where, how, frequency, student responses, have you asked them to stop? etc
- Student reporting the behaviour completes a written incident report outlining the behaviours from the student's perspective, any prior incidents, their response and witnesses [*incident template available*]
- Discuss the school's response to an allegation of bullying, including this flow chart, and that further information gathering may be required before an action plan can be developed.
- Clarify any further information with student and check on their wellbeing/safety

**Collect additional information**

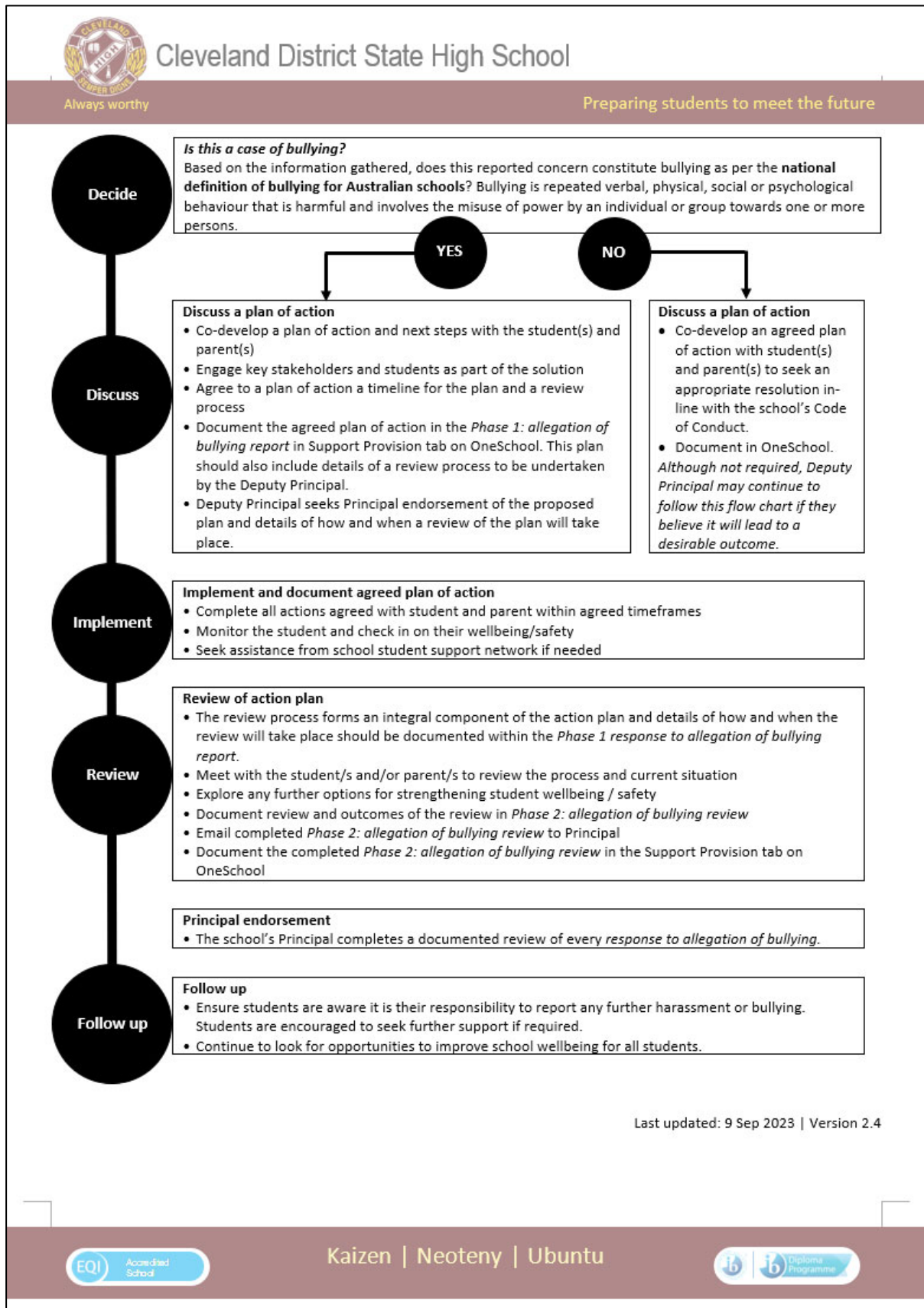
- Gather additional information. This may include meeting with other students or staff members.
- It is important the alleged perpetrator and parent/carer have an opportunity to respond to the allegations.
- Review any previous reports or records for students involved
- Record incident/s in OneSchool



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## Bully response flow chart continued



## Cyberbullying

Cyberbullying is treated at Cleveland District 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 who wish to make a report about cyberbullying should notify a staff member, their Year Level Assistant Dean, or their Year Level Dean. Parents who wish to make a report should contact the school administration directly, and they will be forwarded to the appropriate staff.

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

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

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the school Principal.

# Cleveland District 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](#).

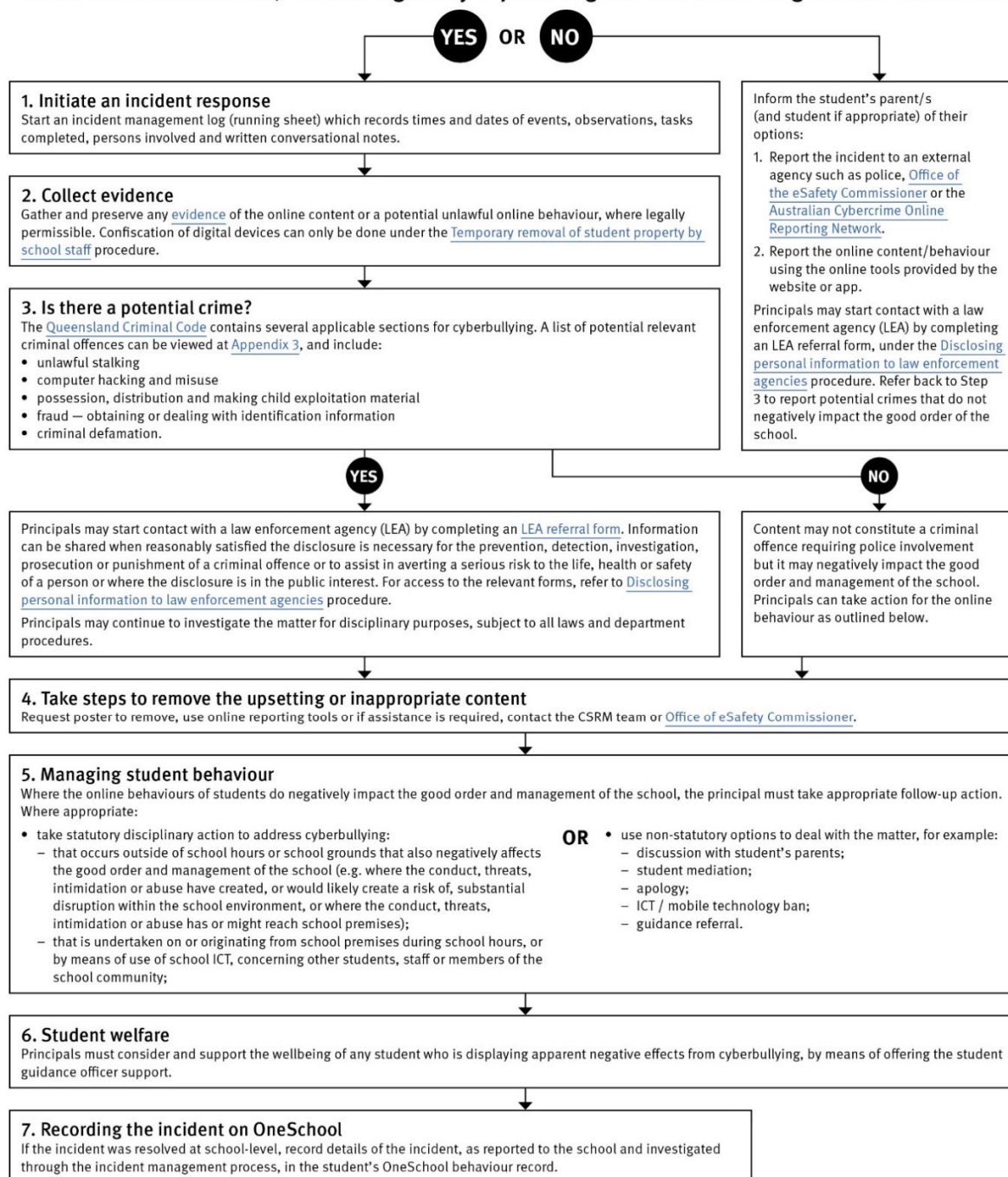
### Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## 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 (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.



## Detentions

Detention is a consequence that schools may use to address inappropriate student behaviour. Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community.

Cleveland District State High School utilises two types of detentions as disciplinary consequences; lunchtime and afterschool.

### **Lunch time detentions**

Students at Cleveland District State High School may receive a lunch time detention as a disciplinary consequence as outlined in the school's Student Code of Conduct. Parents *may* be notified of a lunch time detention based on the student behaviour that led to the detention. Lunch time detentions start at 1pm and run for 15mins, giving students ample opportunity to visit the tuckshop, eat and go to the toilet before class recommences. A student who fails to attend a lunch time detention may face further disciplinary consequence as outlined in the school's Student Code of Conduct.

### **After school detentions**

Students at Cleveland District State High School may receive an after school detention as a focused or intensive disciplinary consequence as outlined in the School's Student Code of Conduct. After school detentions are held in the M16 classroom and are supervised by a teaching staff member of the school. The detentions start after school at 2:40pm and are completed by 3:10pm.

### *Protocols for afterhour detentions*

Where a detention is to be undertaken outside of school hours, the following procedures will apply:

- A risk assessment will be completed and a risk management plan developed where necessary and held at the school
- Parents/carers will be notified verbally and in writing of an after school detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be informed of the location and duration of the detention and understand it is their responsibility to arrange suitable travel/supervision after the detention is complete

If a student fails to attend a detention, this may be considered disobedience and the school will make a decision about the appropriate course of action for non-compliance or non-attendance as outlined in the school's Student Code of Conduct.

## Restrictive Practices

School staff at Cleveland District 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

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- [Uniform Policy](#)
- [Technology Agreement](#)
- [Junior School Assessment Policy](#)
- [Senior School Assessment Policy](#) (Including the Senior School Good Standing Policy)
- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Department of Education 'away for the day' mobile phone policy

## Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Cleveland District State High School Website](#)
- [Cleveland District State High School Policies](#)