ROBINA STATE HIGH SCHOOL

CODE OF CONDUCT

2024

TO EMPOWER ALL STUDENTS TO REACH THEIR POTENTIAL IN AN ACADEMIC AND CULTURALLY RICH ENVIRONMENT. THROUGH INNOVATION AND REAL-WORLD EXPERIENCES, OUR STUDENTS ARE EQUIPPED FOR SUCCESS.

STRONGER TOGETHER

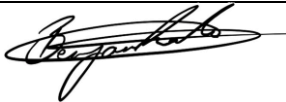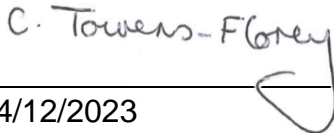**RESPECTFUL
RESPONSIBLE
RESILIENT
READY TO LEARN**

STRONGER TOGETHER

Contact Information

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Endorsement

Principal Name:	Benjamin Weeks
Principal Signature:	
Date:	4/12/2023

P& C President Name:	Camilla Towers-Florey
P&C President Signature:	C. Towers-Florey
Date:	4/12/2023

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Purpose

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

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

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

Principal's Foreword

Robina State High School has a long and proud tradition of providing high quality education to students on the Gold Coast. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Our vision for 2022 – 2025 is to empower all students to reach their full potential in an academically and culturally rich environment. Through innovative and real-world experiences, our students are equipped for success.

Robina State High School has four core values, Respectful, Responsible, Resilient and Ready to Learn.

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

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

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

P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Robina State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Robina State High School, we endorse the Student Code of Conduct for 2024. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Robina State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

2024 Student Leadership Team

Junior Phase of Learning Leaders: Gurnaj Dhaliwal, Amaya Gallen, Helma Rezvanian, Aston Lusch

Academic Prefects: Layla Beattie and Oscar Florey

Community Prefects: Jack Wedding and Rowan Peters

Cultural Prefects: Maddie Drinkwater and Alex Moyles

Sport Prefects: Tahlia Mackney and Eden Katene

First Nations Captain: Sarah Lyons

School Vice-Captain: Mary Ferolin

School Vice-Captain: Ella Tyrer

School Captain: Ethan Burton

School Captain: Airlee Lester

Consultation

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

In the first phase, we held a series of internal meetings with staff in 2019. During these meetings, we examined a range of data sets concerning student attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, (Semester Two, 2019, and Semester One, 2020), we provided a survey to students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Robina State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Robina State High School Student Code of Conduct, including parent information evenings, promotion through the school website, communication via Compass and email footer links of staff emails.

Any families who require assistance to access a copy of the Robina State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	**All students** in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum, QCAA Senior Syllabus, VET, Restorative Practices and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing inappropriate behaviour, while taking developmental norms, cultural difference and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports in Tier 2 are enacted for **some students**. Tier 2 supports include providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on supports provided in Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3	Tier 3 supports comprise of individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive so that teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to: • prevent problem behaviour • teach the student an acceptable replacement behaviour • reinforce the student's use of the replacement behaviour • minimise the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. Some students, due to complex trauma or family circumstance may not respond positively to the use of certain disciplinary techniques. 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 consequence 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.

Student Wellbeing

Robina 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 or a member of the support team 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.

Reasonable Adjustments

Robina State High School documents reasonable adjustments made for students on OneSchool. This is a school-based decision.

Documenting reasonable adjustments provides access to information for all staff members to ensure reasonable adjustments are provided consistently and that students have capacity to participate fully across all their learning areas or subjects. Options for documenting personalised learning and reasonable adjustments include:
- Using the OneSchool Personalised Learning record
- Using the OneSchool Student Plan Support Provision functionality to create a support plan (or attach a support plan that is created on a word template).

The student (if appropriate) and the parents/caregivers are consulted with and involved in the decision-making process regarding reasonable adjustments provided. Recording the adjustments being made in OneSchool for a student allows easy sharing of this information with parents/caregivers.

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

For students with a long-term health condition requiring medication, parents need to provide the school with a *request to administer medication form* signed by the prescribing health practitioner.

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

Suicide prevention
Robina State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer 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, Robina 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, Robina State High School enacts a postvention response plan, 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, Robina State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

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

Students can approach any trusted school staff member at Robina 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 staff member.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal Inclusion at Robina State High School.

Role	Key Responsibilities
Deputy Principal Inclusion and Wellbeing	• Leadership of inclusion agenda incorporating specific target groups • Leadership of student support team to promote an inclusive practice within a positive school culture • Leadership of wellbeing agenda of students
Phase of Learning Deputy Principals	• Leadership of curriculum agenda relative to their particular phase of learning • Leadership of the wellbeing and academic success of students in their phase of learning • Implementation of strategies to support attendance, effort and behaviour of students within their phase of learning
Guidance Officer	• Tier 3 Student Support • Complex Case Management • Student Protection concerns • External stakeholder engagement • Career/subject advice • Special provisions / AARA • Counselling • Referral to psychologist and other external support agencies
Phase of Learning HODs and HOD of Inclusion	• Monitors academic progress, attendance, effort, behaviour and success of students within their phase of learning • Manages intervention for students in their specific phase of learning encompassing students with disabilities and specific learning needs

Phase of Learning Coordinators and Case Managers	• Responsible for student welfare within specific phases of learning • Provide continuity of contact for students and their families • Ensures students feel safe and comfortable and supported within the school environment • Manages specific needs of individual students within the cohort • Nurtures a sense of belonging within the relevant year level
Youth Support Coordinator	• Tier 1 and 2 Student Support • Attendance support • Relationships and social skills support • Supporting students at-risk of disengaging • Support independent students • Supporting students access to external support services including but not limited to: housing, support, Centrelink
School-Based Youth Health Nurse	• Provide individual health consultations with assessment, support, health information and referral options related to: • Personal health • Sexual health • Healthy relationships • Mental health • LGBTQIA+ • Growth and development • Drug/alcohol support • Individual health assessments
School Chaplain	• Ensure all young people are connected and supported • Supports student wellbeing on an individual or group basis • Address specific issues in a holistic nature supporting student success, including but not limited to: o Friendship o Peer conflict o Family conflict o Emotional/anxiety o Self-esteem/confidence o Spirituality o Change, grief, loss o Social and economic concerns o Food and other support needs
Psychologist	• Tier 1 or 2 individual support (referrals through GO) • Therapeutic interventions and strategies • Engage with families/parents/carers • Referral to external support • Individual and group counselling and therapeutic interventions • Psychoeducational assessment of students
Community Police Officer	• Educate all relevant stakeholders to enhance community safety and security and increase community confidence and satisfaction with police by building positive relationships • Engage in wellbeing activities concerning specific messages

Teacher Aide First Nations	• Provide support and advice for students, staff and parents in order to enhance the educational experience and educational outcomes for Aboriginal and Torres Strait Islander students

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal Inclusion and Wellbeing.

Student Support Groups

At Robina State High School, we celebrate diversity and inclusion. The following student groups are in place to ensure student voice is platformed.

Student Council
The student council is a clear and valued voice of the student body. Student Council support student led projects within the school, implement sub-committees for specific purposes, support charity events, and support social clubs.

Robina Pride
Queensland schools reflect the diverse nature of communities across Queensland. As such, Robina Pride aims to create a powerful place of respect, acceptance, and tolerance where all students, regardless of their sexuality or gender identity, become vital members of their school community. Robina Pride run frequent meetings, that build a sense of belonging and trust for LGBTQIA students. The club provides students with useful resources and access to a wide range of support networks. In addition, Robina Pride coordinates several events held throughout the year, to fundraise and educate the wider school community encouraging acceptance and inclusion for all.

Connect
Run during morning tea and lunch breaks, 'Connect' gives students the opportunity to socialise with peers in small groups. Students develop their social skills through arts and crafts, cards and board games as well as working on the school community garden.

Whole School Approach to Discipline

Robina State High School combines Positive Behaviour for Learning (PBL) and Restorative Practices as the multi-tiered system of support for supporting behaviour. This is a whole-school approach, used in all classrooms and programs offered across the school, to create safe and supportive learning environments.

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

At Robina State High School, we are committed to providing quality learning opportunities that enable our students to achieve success within a safe, positive, supportive, disciplined learning environment.

Communicating behavioural expectations to all students is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. The explicit teaching of the desired behaviours which support Robina 4R's, Responsible, Respectful, Resilient and Ready to Learn, are at the forefront of our school-wide behaviour support system.

The development of the Robina State High School Student Code of Conduct is an opportunity to platform Restorative Practices and the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching desired behaviours.

The language and expectations of both Restorative Practices and PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct, Restorative Practices or PBL are encouraged to speak with the class teacher, or make an appointment to meet with one of the principal's delegates.

Restorative problem-solving, based on the principles of restorative justice, views wrongdoing as a violation of people and relationships. Problem solving becomes centered around an exploration of the harm that has been done and how to repair it.

This philosophical approach, with its focus on procedural, substantive and emotional satisfaction has enormous benefits – for those harmed, those responsible, their collective supporters, agencies and institutions and the wider community.

The Process

The process has a restorative philosophy and focuses on the need to rebuild relationships in the wake of harmful antisocial behaviour. The restorative philosophy recognises that when wrong doing occurs, relationships are damaged. For successful learning to occur, these relationships must be repaired.

Restorative conversations and conferences are designed in a way that allows all those affected a chance to tell their stories about the harm that has been done. Being able to talk about deeply negative feelings is a great relief. Having those feelings acknowledged and validated is even better.

Seeing the young person responsible finally understand the hurt, be genuinely remorseful and offer an apology from the heart does something very fundamental for those affected.

The philosophy of restoration and transformation offers hope for those of us who want our students to grow up in a world where they understand that whatever they do, good or bad, will have an impact on someone else. If that impact is harmful, the way forward is to make things right.

The gift of this approach is a new language to define how we think about and respond to student behaviour. *Behaviour management* may thus be more appropriately called *behaviour development.*

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, Responsible, Respectful, Resilient and Ready to Learn.

1. Tiers of Support

Positive Behaviour for Learning (PBL) is a whole-school framework which draws on the principles of implementation science to select appropriate evidence-based practices to support all students to be successful.

PBL is a multi-tiered system of support framework which can be used to improve academic, wellbeing and behavioural outcomes. PBL uses a problem-solving model to examine relevant **data**, determine desired **outcomes**, and establish **systems** and **practices** to achieve identified goals.

PBL provides a model of support for all students, consisting of three tiers of intervention. The tiers **represent levels of intervention**, **not students.** Interventions are provided to all students across academic, emotional and behavioural domains.

The tiers of support at Robina State High School are:

Tier 3
Intensive Support
Individualised support and interventions

Tier 2
Targeted Support
Support for at-risk groups

Tier 1
Whole School Prevention
All students and all staff across all settings
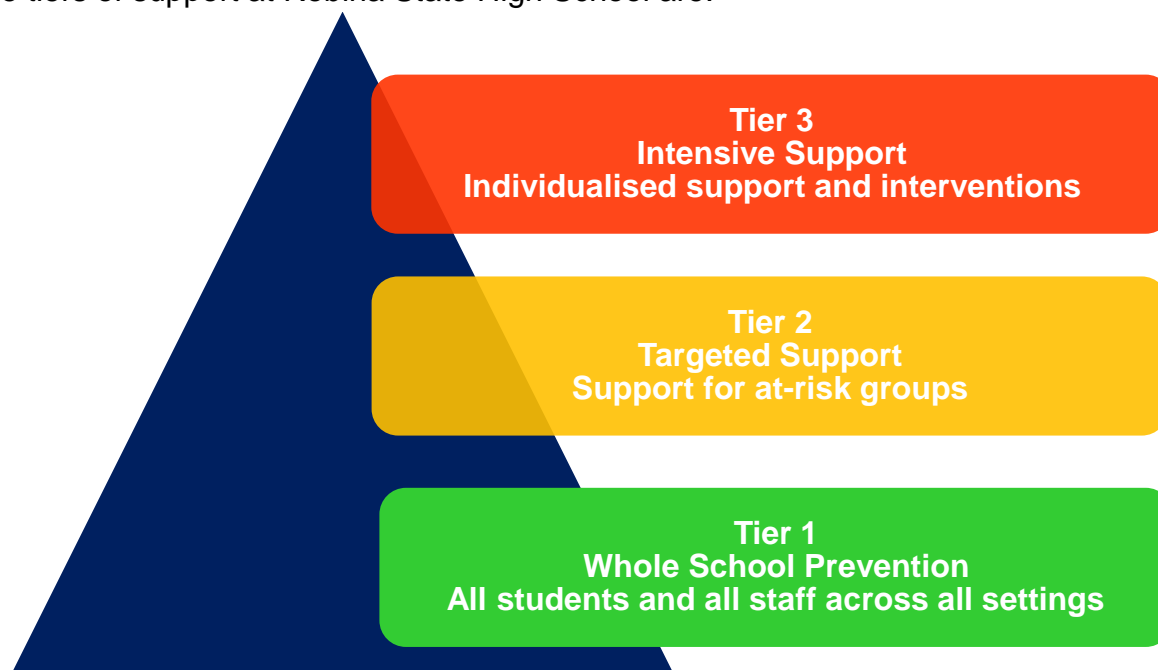
At Robina State High School, the PBL team provides leadership of all Tier 1 universal supports. Implementation of Tier 2 and 3 supports and interventions is led by each Phase of Learning team, inclusive of the Deputy Principal, Head of Department, Year Leader and Case Manager.

a. Tier 1 Supports

At Robina State High School Tier 1 supports are provided to all students and involve the whole school community. The aim of Tier 1, or universal, is to establish and implement strategies which reduce the need for targeted and intensive intervention.

Tier 1 supports provided at Robina State High School are supported by positive relationships between all members of the school community. The visual below depicts the components of effective classroom management demonstrated by research to reduce rates of problem behaviour and increase student engagement with learning.

Positive Relationships
Building positive relationships helps to create a positive classroom environment that supports student learning and engagement. At Robina, teachers model open and respectful communication and interaction, so that all students feel welcome and safe in the classroom. Teachers set clear expectations for behaviour and believe that all students can achieve.

Classroom Organisation
At Robina, teachers utilise seating plans in each classroom to maximise student engagement. Students follow the school-wide expectations for classroom entry and exit, so that they become self-managing with less need for adult prompting and assistance over time.

Differentiation
Teachers at Robina understand that every classroom contains students with a wide range of abilities, interests and backgrounds. Teachers provide differentiated teaching to respond to the diverse learning needs of all students. At Robina, teaching and learning is differentiated through; content – what students learn, process – how students learn, product – what students produce, and learning environment – how the learning space supports differentiation.

Behavioural Expectations
Clear expectations for behaviour in every classroom help to; create a positive classroom environment, provide all students with a sense of security and consistency, maximise learning time and supports positive behaviours. Our behavioural expectations are in line with our values of respectful, responsible, resilient and ready to learn. Teachers support positive student behaviour by explicitly teaching the expectations in accordance to the school's values.

Teach Social Skills
In the same way that knowledge and skills of each curriculum area are taught, at Robina we recognise the need to teach students the social skills required for success, for example how to contribute to discussions or ask for help. Teachers work to develop emotional competencies of students, such as regulating emotions and developing positive peer relationships. Students receive positive acknowledgement through the positive reward system Billie's Bucks.

Positive Reinforcement
Positive reinforcement is used to acknowledge students when they display positive behaviour. The positive behaviours of students at Robina are reinforced through verbal praise, non-verbal acknowledgement, and the allocation of Billie's Bucks.

Active Engagement

Actively engaging students results in decreases in disruptive behaviour and increased on-task behaviour. Teachers at Robina encourage student engagement by getting to know students and providing differentiated instruction. Teachers make real world connections to make all learning tasks interesting and relevant to students.

Active Supervision

Teachers at Robina should be actively engaging in active supervision at all times, which consists of moving, scanning, and interacting. Active supervision allows teachers to provide formative feedback to students on their progress against the WALT, and also immediate feedback of positive behaviours displayed.

Consistent and Fair Consequences

When minor behaviours occur, teachers should apply a consequence that aims to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

Teachers should utilise the Essential Skills for Classroom Management to support the PBL Framework. Implementation of all elements of the PBL Framework will see the Essential Skills pertaining to the 'language of correction' to be less frequently required.

Essential Skills for Classroom Management:

Language of Expectation

1. **Establishing expectations**
   Refer to the school's values to draw attention to the expected behaviours of each activity. Refer to the values when they are being followed and when they are not. For example, "Today when we use the Bunsen burners we must be responsible by …" or "When working in our groups today, respect must be shown when…"

2. **Giving instructions**
   Gain attention of all students in the room by using a verbal and/or non-verbal prompt. Give instructions that are short and clear. Where possible, end the instruction with "thank you".

3. **Waiting and scanning**
   Wait 5-10 seconds after giving an instruction for students to process the instruction or direction. Use this time to use ESCM 6 to acknowledge on-task behaviours.

4. **Cueing with parallel acknowledgment**
   Positively acknowledge the behaviours of students in close proximity to a student who is displaying off-task behaviours. Use verbal encouragers, such as "Hollie has started writing the WALT, well done" or non-verbal encouragers, such as a 'thumbs up' to students on task.

Student behaviour is on task   **Student behaviour is not on task**

Language of Acknowledgement

9. **Body language encouraging**
   Use the method of praise, prompt, push off to praise or prompt behaviours using body language. To praise on-task behaviours, use hand signals, eye contact or facial encouragers. To prompt on-task behaviours, use universally understood signals, like gesturing to take a hat off or be whisper.

10. **Descriptive encouraging**
    Giving a detailed description of what you can see or hear to either an individual student or group of students. For example, "the group at the front has allocated sections of the text for each person to read" or "Bruce is sitting quietly waiting for the next instruction".

Language of Correction

5. **Selective attending**
   Used to tactically ignore the behaviours of a student who is displaying off-task behaviours, whilst used in conjunction with ESCM6.

6. **Redirecting to the learning**
   Student is redirected to the learning task without their behavior being addressed. Verbal redirections include individual close talk about the task or questioning to redirect. Non-verbal redirections include proximity or pause in talk.

7. **Giving a choice**
   Used after several attempts at redirection to the learning has not resulted in on-task behaviour. Language used should be "your choices are … or …", before allowing time for the student to process the choice.

8. **Following through**
   Action the 'choice' the student has made through not displaying on task behaviour. This could include sending them to an ALS, a phone call home or classroom detention.

b. Tier 2 Supports
Focused Teaching

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 Robina State High School to provide focused teaching.

Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who no longer require the additional support, require ongoing focussed teaching, or require intensive teaching.

The purpose of Tier 2 is to provide interventions that support students who are at-risk in order to:

- decrease the development of new problem behaviours
- prevent existing problem behaviour from worsening or intensifying
- eliminate triggers and maintainers of problem behaviour
- identify and use triggers and maintainers of prosocial behaviour
- teach, monitor and acknowledge prosocial behaviour.

Tier 2 interventions are matched to student needs. One School behaviour data is analysed on a weekly basis by each Phase of Learning team. Students who have a consistent pattern of behaviour recorded within a nominated period of time will be considered for Tier 2 individualised supports, to be managed by the Phase of Learning HOD.

Tier 2 Process (Phase of Learning Teams)

- Collate relevant data
- Examine data to identify patterns and trends
- Identify students requiring Tier 2 supports
- Email teachers to obtain additional information pertaining to the student
- Select Tier 2 supports that are relevant to the student's behaviours
- Inform relevant stakeholders of Tier 2 supports, including parents/carers and staff
- Monitor and review the effectiveness of Tier 2 supports utilised for each individual student

- **The following Tier 2 supports are offered on an individual basis:**

- Restorative Conversations
- Daily check-ins with a member of the Phase of Learning or Inclusion team, either before or after school
- Individualised goal-setting with a member of the Phase of Learning or Inclusion team
- Individualised behaviour monitoring card, with specific goals relative to the student
- Involvement with student support staff, for example, Guidance Officers, Transition Pathways Officers, or on-site psychologist referrals
- Time-out card with a nominated member of the Phase of Learning team or support staff
- Nomination of a Case Manager from the Phase of Learning team to develop a plan of support, which may be in the form of a Behaviour Support Plan

- Courses which respond to the needs of the student, such as anger management or substance abuse
- Stakeholder meeting with parents and external agencies
- Teacher coaching in response to the needs of the student

We also offer a range of evidence-informed programs that target specific individual needs of students and address specific skill development. Examples of programs delivered to students receiving Tier 2 supports include:

- **Rock and Water**: Through evidence-based practical strategies, Rock and Water reduces bullying, increases self-control and enhances social and communication skills.
- **Thrive**: The goal of Thrive is to give students a greater sense of self pride, self-respect, new coping strategies and, most importantly, life skills.
- **As One**: The intended outcomes of the program are to give students a greater sense of self pride, self-respect and a plethora of self-regulation strategies, and most importantly life skills. Students engage in multiple physical and mindfulness activities.
- **Academic Action Plan**: This intervention program is based around student reflection, 1 on 1 support, internal and external support teams, identifying students learning needs and most importantly setting achievable goals to improve academic outcomes. For most students the goal of the program is to *break the cycle* of continually fail a specific subject area.

c. Tier 3 Supports
Intensive Teaching

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

Intensive behaviour support for a student is initiated when all other forms of behaviour support have been exhausted. Students receiving Tier 3 supports should be continuing to receive Tier 1 and Tier 2 supports.

Tier 3 support responds to frequent breaches of the school's expectations. The student is often at-risk of disengagement from learning and is not fulfilling their potential. These supports vary from year to year depending on identified needs and programs available. Students at-risk are identified and referred to the appropriate support personnel through a number of avenues.

The following Tier 3 supports are offered on an individual basis:
- Restorative Conferences
- Adjustments to normal school routine and learning programs
- Involvement with student support staff, for example, Guidance Officers, Transition Pathways Officers, or on-site psychologist referrals
- Behaviour programs which are designed specifically to support the needs of the student
- Nomination of a Case Manager from the Phase of Learning or Inclusion team to develop a plan of support, which may be in the form of a Discipline Improvement Plan
- Courses which respond to the needs of the student, such as anger management or substance abuse
- Specialised health or wellbeing support
- Functional Behaviour Assessment to then devise an individual support plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Liaison with outside support agencies that provide intensive behaviour support
- 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.

Expectations

Students

The Expectations Matrix details the expectations for all students across the school. In addition, each classroom will have their own set of examples to help students understand the expectations and meet the standards we hold for everyone at Robina State High School.

Parents and Staff

The tables below explain the expectations for parents/carers when visiting our school and the standards we commit to as staff.

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher, phase of learning teams or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Responsible

What we expect to see from you	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Resilient

What we expect to see from you	What you can expect from us
You help to foster a growth mindset in students.	We will create a positive safe and inclusive learning environment.
You encourage students to seek feedback, ask for help, and problem solve.	We will provide opportunities for both informal and formal feedback. Outline clear learning intentions and success criteria.
You foster an environment that develops students to accept responsibility and develop self-regulation.	We will use of PBL and wellbeing frameworks to explicitly teach the expected behaviours and skills.

Ready to Learn

What we expect to see from you	What you can expect from us
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Differentiated and Explicit Teaching

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

Teachers at Robina 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

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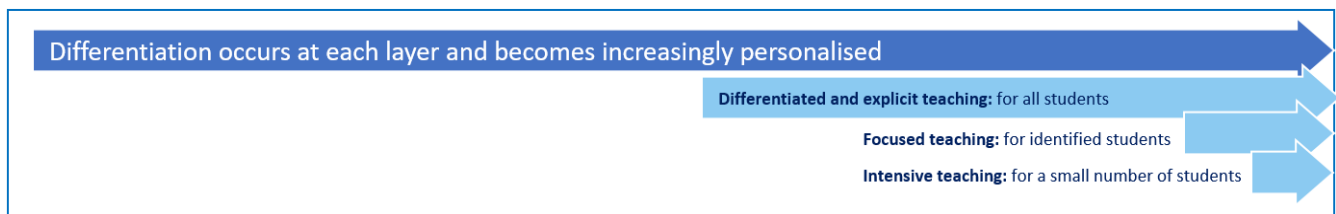
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

EXPECTATIONS MATRIX

	AT ALL TIMES	IN THE LEARNING ENVIRONMENT	IN THE SCHOOL GROUNDS AND WIDER COMMUNITY
R RESPECTFUL	• Follow directions of staff the first time, every time • Show courtesy and use respectful language	• Contribute positively to the learning environment by demonstrating on-task behaviour	• Treat the school environment and facilities with respect
R RESPONSIBLE	• Show consideration for the safety and learning of others • Have devices out of sight unless instructed otherwise by a teacher	• Follow entry and exit procedures • Seek feedback and take ownership of my learning	• Positively support the school's image • Use break times effectively
R RESILIENT	• Utilise self-regulation strategies • Adopt a growth mindset	• Continue to persevere when challenged in my learning	• Be an active member of the school community • Show consideration for the wellbeing of others
R READY TO LEARN	• Adhere to the uniform policy	• Be on time to class and be prepared with all necessary equipment for learning, including completed homework	• Be prepared to actively engage in every school day

Legislative Delegations

Legislation

In this section of the Robina 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

The disciplinary consequences model used at Robina 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 relevant Phase of Learning team 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

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Restorative Chats
- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g., "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Billie's Bucks – Reward System
- Reminders of incentives or class goals
- Redirection

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g., "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)
- Lunch or afterschool Detention
- Alternative Learning Space

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Restorative Conversations
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour tracking card)
- Targeted skills teaching in small group
- Lunch or afterschool Detention
- Withdrawn from class
- Discipline Improvement Plan
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:
- Restorative Conferences
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Saturday Detention
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Completion of school-work whilst on suspension
Students will be provided with adequate and appropriate schoolwork whilst on suspension. Students will be able to communicate with their classroom teachers via email should they need to. Students are expected to complete and submit their work via an appropriate means outlined by the classroom teacher to ensure they keep up-to-date with their learning. All assessment deadlines must be adhered to.
Where applicable, students will be provided with a restorative reflection form to complete whilst on suspension. Students should bring the completed reflection form to their re-entry meeting.

Re-entry following suspension
Students who are suspended from Robina State High School will be invited to attend a re-entry meeting on the day of their scheduled return to school, or the afternoon prior.
The purpose of this meeting is to:
- Welcome the student, with their parent/s, back to the school.
- Restore the harm caused
- Discuss further support strategies both internal and external
- The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 15 minutes, and kept small with a delegate of the Principal and with the student and their parent/s.

Where applicable, a restorative conversation or conference could occur to repair the harm caused. This could involve other parties.

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

Reasonable adjustments

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

Determination of Consequences

Staff consider a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary absence.

Differentiated, Focused and Intensive Consequences, as listed previously, provide a broad guide on the range of responses that may be used to respond to problem behaviour, SDA may be necessary to address serious incidents, for example when student behaviour is of such intensity (e.g., severity) and / or frequency (e.g. repeated behaviour). The following table provides a guide on the possible Student Disciplinary Absence (SDA) consequences that different problem behaviour may attract depending on the circumstances.

Serious matters may also be referred to the Police for further investigation.

Management of Major Disciplinary Matters by Phase of Learning Leaders/Heads of Department/Deputy Principals/Principal

Robina State High School			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences** [1]
Abusive language	Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Focused or Intensive Consequences including possible exclusion.
	Occupational Abuse	Offensive language directed at a staff member or in response to a staff members request	Focused or Intensive Consequences including possible exclusion
Academic Misconduct	Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Focused or Intensive Consequences including possible exclusion
Bomb Threat/False Alarm	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Focused or Intensive Consequences including possible exclusion

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[1] Possible Consequences: staff take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence. Our school draws upon a comprehensive range of strategies (previously described, differentiated, focussed and intensive) to consider when addressing individuals and their misbehaviour.

Bullying	Harassment	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	Focused or Intensive Consequences including possible exclusion
	Bullying	Ongoing bullying and/or intimidation of others. The ongoing delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	Focused or Intensive Consequences including possible exclusion
	Bullying	Bystander behaviour associated with bullying	Focused or Intensive Consequences including possible exclusion
Defiance	Defiance	Student refuses to follow adult directions.	Focused or Intensive Consequences including possible exclusion
	Gross Insolence	Student persistently disobeys adult instructions or school-wide expectations.	Focused or Intensive Consequences including possible exclusion
	Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	Focused or Intensive Consequences including possible exclusion
	Lying / impeding an investigation	Student fails to cooperate, lies and impedes an investigation	Focused or Intensive Consequences including possible exclusion

	Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an authorised absence).	Focused or Intensive Consequences
	Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e., an authorised absence).	Focused or Intensive Consequences
	Refusal to participate in the educational program of the school	Student refuses to take part in activities of learning that are requested or expected as part of the educational program of the school.	Focused or Intensive Consequences.
Disrespect	Disrespect	Student is disrespectful or dismissive towards adults or students.	Focused or Intensive Consequences including possible exclusion
	Occupational Disrespect	Student is disrespectful or dismissive towards adults.	Focused or Intensive Consequences including possible exclusion
	Use/possession sexual items	Possession or sharing of pornographic material or sexual items/materials.	Focused or Intensive Consequences including possible exclusion
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	Focused or Intensive Consequences including possible exclusion

	Bringing the school's name into disrepute	Behaviours inside or outside the school, whilst representing or travelling to/from school, that bring the schools name into disrepute, are unlawful, or significantly endanger the safety and/or wellbeing of our community	Focused or Intensive Consequences including possible exclusion
	Misbehaviour	Serious behaviour that is prejudicial to the good order and management of the school.	Focused or Intensive Consequences including possible exclusion
Disruption	Disruption	Student engages in off-task behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Focused or Intensive Consequences including possible exclusion
	Hostile Disruption	Aggressive behaviour including yelling, throwing objects, tipping over desks or chairs, (not causing harm) or other actions (that could include kicking, punching, smashing objects).	Focused or Intensive Consequences including possible exclusion
Dress code	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school. Student defaces school uniform.	Focused or Intensive Consequences
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Focused or Intensive Consequences including possible exclusion

Harassment	Harassment	The delivery of disrespectful messages in any format (e.g., verbal, non-verbal, online) related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible exclusion
	Persistent Harassment	Ongoing delivery of disrespectful messages in any format (e.g., verbal, non-verbal, online) related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible exclusion
	Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format (e.g., verbal, non-verbal, online) related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.	Focused or Intensive Consequences including possible exclusion
Physical aggression	Physical aggression	Student engages in actions involving physical contact with other students where injury may occur (e.g., tripping, hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Focused or Intensive Consequences including possible exclusion
	Physical violence	Student engages in a significant act of physical violence toward another student. (e.g., repeated punching, hitting with an object, kicking, etc.).	Focused or Intensive Consequences including possible exclusion

	Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	Focused or Intensive Consequences including possible exclusion
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	Focused or Intensive Consequences including possible exclusion
	Occupational Violence	Student engages in actions involving physical contact where injury may occur (e.g., tripping, hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community	Focused or Intensive Consequences including possible exclusion
Falsifying documents	Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Focused or Intensive Consequences including possible exclusion
Property misuse causing risk to others	Property misuse	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Focused or Intensive Consequences including possible exclusion
Property damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Focused or Intensive Consequences including possible exclusion

Substance misconduct involving tobacco and/or other legal substances	Substance possession involving tobacco and other legal substances	Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers.	Focused or Intensive Consequences including possible exclusion
	Substance supply involving tobacco and other legal substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers.	Focused or Intensive Consequences including possible exclusion
Substance misconduct involving illegal substances	Substance possession involving illegal substances	Student is in possession of or is using illegal drugs/substances/imitations or drug related implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes, vaping devices.	Focused or Intensive Consequences including possible exclusion
	Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, vaping devices, syringes and scales "baggies".	Focused or Intensive Consequences including possible exclusion

Technology violation	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Focused or Intensive Consequences including possible exclusion
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Focused or Intensive Consequences including possible exclusion
Use/possession of combustibles	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Focused or Intensive Consequences including possible exclusion
Use/possession of weapons	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Focused or Intensive Consequences including possible exclusion
Other	Charge-related suspension	An offense serious or otherwise for which the student has been charged.	Focused or Intensive Consequences including possible exclusion

School Policies

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

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

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

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g., fireworks, flares, sparklers)
- flammable solids or liquids (e.g., fire starters, mothballs, lighters, matches)
- 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

School staff at Robina 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;
- require consent from the student or parent to examine student's 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);
- require consent from the student or parent 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 Robina 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 Robina State High School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of themselves or 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 after they have been notified by the principal or school staff member that the property is available for collection.

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

Use of mobile phones and other devices by students

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

All students are required to ensure their device is 'away for the day' and wearable devices are switched to flight mode. The aims of this policy are to:

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

Student use of mobile phones and wearable devices at school

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

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

Students may only use their mobile phone or have wearable device notifications enabled during these times if they have an approved exemption for medical, disability and/or wellbeing reasons. Exemptions can be applied for through the relevant Phase of Learning or Inclusion Deputy Principal.

Students are not permitted to use their mobile phone to pay at the canteen or Kafe.

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

Bringing Mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school,
- make contact with parents, friends and part-time employers outside of the school day
- be contacted about their own child or person under their care.

Storage of mobile phones

- The expectation for storage of mobile phones at Robina State High School is that students should keep their phone:
- on their person
- in their school bag

Exemptions

Students that have individual circumstances that dictate they must have access to their phone or device are required to apply for an exemption to this policy in writing to the relevant Phase of Learning or Inclusion Deputy Principal.

Year 7 and 8 – Liam Mathers ljmat0@eq.edu.au

Year 9 and 10 – Emma King eking179@eq.edu.au

Year 11 and 12 – Bruce McFarlane bmcfa47@eq.edu.au

Inclusion and Wellbeing – Hollie Robb hboyd19@eq.edu.au

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.

Individual circumstances

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

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

Breach of Policy

Any student found to be breaching the Robina SHS Code of Conduct in relation to the use of mobile devices will be dealt with utilising the following processes:

Student in possession of a mobile phone

1st violation	2nd violation	3rd violation

Student hands in phone to the office and collects receipt.
Receipt shown to staff member. Parent/carer notified via Compass

Teacher/staff witnessing the 'technology violation' enters and
records the behaviour on OneSchool.
Refers to POL Team

Parent/carer collects phone

DPs call parent/carer

POL YL and/or POL HOD
contacts parents/carer

Any refusal to follow
process refer to POL YL
and POL HOD

Potential Saturday
detention or suspension
from school

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

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

Loss of Device
No liability will be accepted by the school in the event of the loss, theft or damage of any device.

Personal mobile devices can be defined as any device which can transmit, store or record information in a digital format. This includes, but is not exclusive to mobile phones, smart watches, recording devices, laptops, tablets, digital cameras and other recording equipment.

Preventing and responding to bullying

Robina State High School 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.
Robina State High School has a Student Leadership/Wellbeing Forum, with diverse representatives from each year level meeting with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are 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 Leadership Forum 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 Robina 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.

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

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

Robina State High School – Responding to Bullying

Key contacts for students and parents to report bullying:
Robina State High School – 5562 3444

Year 7 and 8
Head of Department – Drina Brady dbrad88@eq.edu.au
Deputy Principal – Liam Mathers ljmat0@eq.edu.au
Year 9 and 10
Head of Department – Jordan Ryan jryan415@eq.edu.au
Deputy Principal – Emma King eking179@eq.edu.au
Year 11 and 12
Head of Department - Fran Johnston fjohn40@eq.edu.au
Deputy Principal – Bruce McFarlane – bmcfa47@eq.edu.au
Inclusive Education
Head of Department – Belinda Flesser bfles4@eq.edu.au
Deputy Principal – Hollie Robb hboyd19@eq.edu.au

Robina State High School - Bullying response flowchart for teachers

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

STEP ONE

- Provide a safe, quiet space to talk. Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

STEP TWO

- Ask the student for specific examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Complete a student statement report
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool as a contact, uploading statement
- Notify parent/s that the issue of concern is being investigated, record contact in OneSchool

STEP THREE

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

STEP FOUR

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is the issue. Offer Restorative conversation to victim and perpetrator
- Make a time to meet with the student to discuss next steps and agree to a plan and timeline of action. Document in OneSchool
- Ask the student what they believe will help address the situation, engage the student as part of the solution
- Provide the student and parent with information about student support networks (if applicable)
- Record allegations for perpetrator in OneSchool as a behaviour, informing their parent/carer

STEP FIVE

- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- Conduct Restorative Conversation if feasible

STEP SIX

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

STEP SEVEN

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant Phase of Learning Head of Department, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Robina 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 relevant Phase of Learning Head of Department.

Robina 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.
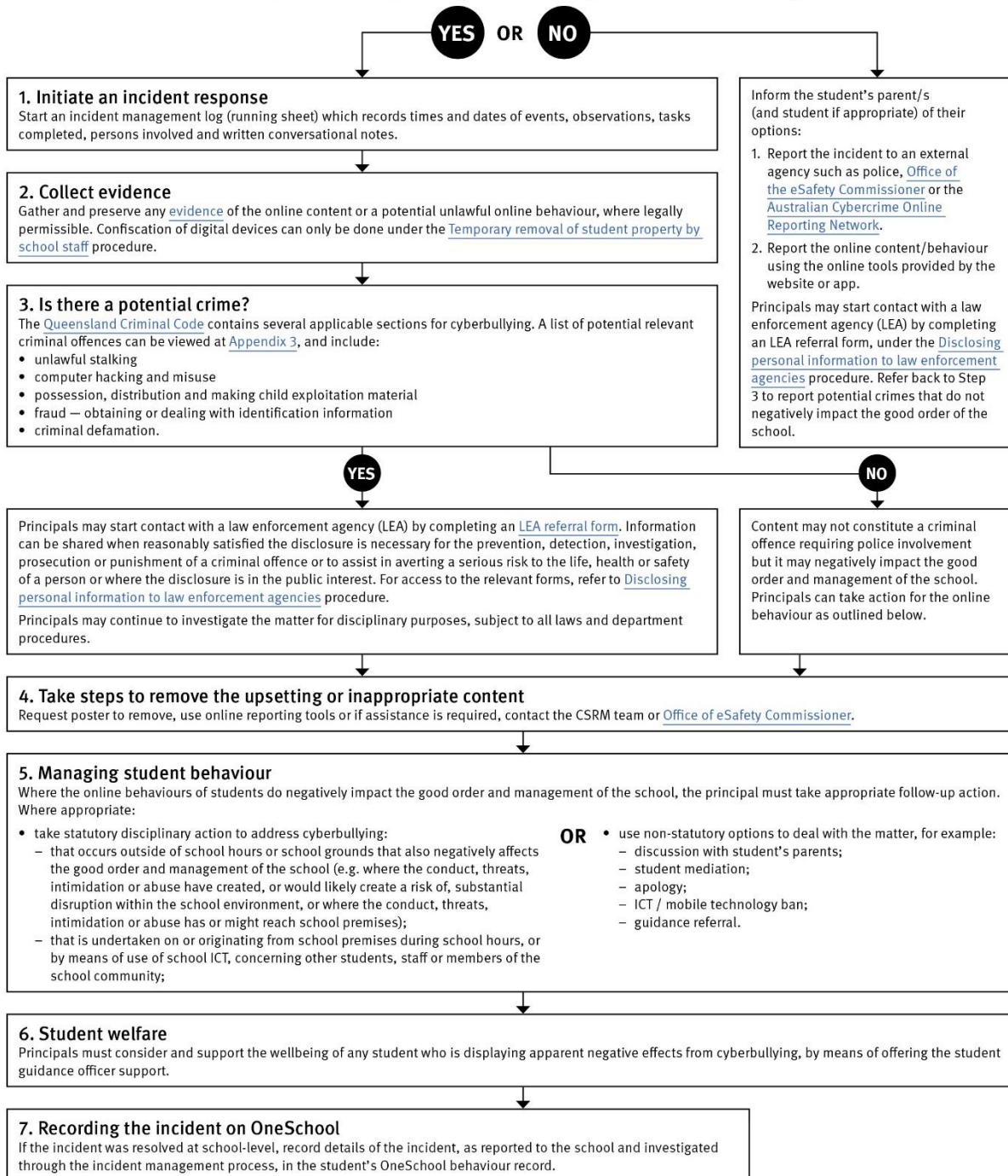
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

NO

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

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

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

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

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Anti-Bullying Commitment

The Anti-Bullying Commitment provides a clear outline of the way our community at Robina State High School works together to establish a safe, supportive and disciplined school environment. This commitment is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Robina State High School – Anti Bullying Commitment

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

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

Physical	Verbal – direct or indirect	Social	Non-verbal
· Invading personal space · Unwelcome touching e.g. Hitting, punching, pinching, choking, tripping, kicking, grabbing, pushing, jostling · Spitting · Taking, throwing, hiding property · Stealing	· Name calling · Threats · Abuse · Suggestive, offensive or unwanted comments · Obscene or vulgar language · Teasing or taunting · Creating and/or communicating rumours or gossiping	· Talking about others in a negative way (in person or online) · Writing negative notes about others · Use of the social communication devices to spread misinformation, rumour, threaten or intimidate · Ignoring or ostracising · Rejecting / isolating · Instilling fear / intimidation	· Threatening body language · Rude of inappropriate hand or body gestures · Social exclusion · Glares / stares

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

I agree to:
- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Don't be a bystander and speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

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.

Restrictive Practices

School staff at Robina 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.

- 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 Uniform Code
- Student Attendance Policy
- Student Ready to Learn Policy
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- BYOD Information Guide
- Whole School Communication Devices Policy

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

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

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

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

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

2. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

3. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.