



Dalby State High School

# Student Code of Conduct

2025-2028

(Version 1.2)

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education.

Dalby State High School is committed to providing a safe, respectful, supportive and disciplined learning environment for students and staff where social and academic learning outcomes are maximised for all. This is achieved through quality curriculum, interpersonal relationships and school organisation. School practices are proactive rather than reactive, where appropriate, and non-discriminatory language and behaviours are defined, modelled and reinforced.

Dalby State High School's Code of Student Behaviour is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and possible consequences for inappropriate behaviour. This is to ensure that learning and teaching in our school can be most effective and students can participate positively within our school community.

In the broader context, both Dalby State High School campuses operate in the domain of public education and are governed by a prescriptive legislative framework. Consequently, the principles, policies and legislation relating to equity, social justice, anti-discrimination, sexual harassment, natural justice and inclusivity are considered intrinsic components of our approach to managing student behaviours in a supportive environment.

Dalby State High School support management strategies lay within the school's expectations of Respect, Safety and Learning. The actions, reactions, allocation and responsive strategies are determined through the application of these core values. Providing logical responsive strategies, rather than punishment, for student's individual reactions and behaviour is the first step in achieving the objectives of our responsible behaviour support model.

All members of our school community are expected to uphold the responsibilities defined in the *Dalby State High School Student Code of Conduct* to ensure the best possible outcomes for students, staff and parents.

## Contact Information

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Contact Person:	Ms Mona Anau, Acting Principal

## Endorsement

Principal Name: Mona Anau

Principal Signature:



Date: 03/06/2025

P&C President Name: Sam Sharples

P&C President Signature:



Date: 03/06/2025

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## Principal's Foreword

### Introduction

Established in 1954, Dalby State High School currently has 1,100 students, including 95 boarders. Staff at both of the school's campuses (Nicholson & Bunya) work closely together to deliver a unique learning experience to all students. Dalby State High School is recognised as one of Queensland's most innovative and progressive secondary schools. This reputation comes from a stimulating, well-ordered, safe and supportive environment, with a dynamic curriculum that produces quality student outcomes.

Our school vision is 'Creating the Future; every student, every day'. This vision is enacted through the school values of Positive Relationships, Student Diversity, Multiple Pathways and Teacher Excellence. These values are reflected in all student relationships with the school, families, the community and the environment. Our ethos and enrolment numbers allow every student to participate, contribute and be involved. These values inform our three overarching school expectations of **Respect, Safety and Learning**. These expectations have been used in the development of this Student Code of Conduct.

Our Student Code of Conduct provides an overview of the school's local policies on use of electronic devices, 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 the Dalby State High School Student Code of Conduct together over the last six months. 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.

Ms Mona Anau  
A/Principal, May 2025

## P&C Statement of Support

The P&C committee endorsed the Dalby State High School Student Code of Conduct on the 3<sup>rd</sup> of June, 2025.

As president of the Dalby State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Mona Anau and her 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 Dalby 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 Dalby 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 Dalby 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 37 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Dalby 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 Dalby 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.

Dalby State High School P&C President

Sam Sharples

Ms Mona Anau, A/Principal

Review Date: 24<sup>th</sup> May 2025

## School Captains Statement

On behalf of the student body at Dalby State High School, we endorse the Student Code of Conduct in 2025. We have been given the opportunity to provide feedback on the Student Code of Conduct and throughout the year, we will continue to work with the school administration team at Dalby State High School, and the Dalby 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 Student Council Year Level Representative, however, students are also invited to approach any of us directly.

School Captain:

Cameron Beckett

Signature:



Date:

18/07/25

School Captain:

Rhiannon Ryan

Signature:



Date:

18/07/25

Vice-Captain:

Leila Austin

Signed:



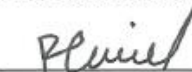
Date:

18/07/2025

Vice-Captain:

Phoebe Geisel

Signed:



Date:

18/07/2025

Vice-Captain:

Ella Schultz

Signed:



Date:

18/07/25

## Consultation

The consultation process used to inform the development of the Dalby State High School Student Code of Conduct occurred in a series of internal meetings in 2024. A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This was completed in November and December 2024 and the finished version, incorporating suggested changes and feedback was sent to the P&C Association meeting on Tuesday 3<sup>rd</sup> June for endorsement. The P&C Association unanimously endorsed the Dalby State High School Student Code of Conduct for implementation in 2025.

A communication strategy has been developed to support the implementation of the Dalby State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links on staff emails. The Dalby State High School Student Code of Conduct is available to be translated into other languages. Any families who require assistance to access a copy of the Dalby State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### Review Statement

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

In 2025 a review was undertaken in Semester 1 2025; throughout the semester we reviewed on how the Student Code of Conduct was working, identifying areas for improvement and present alternative options or suggestions for consideration.

These reviews will be completed by week 10, Term 4, each year.



## Data Overview

Dalby State High School staff record all behaviour records both positive and negative using OneSchool. One of the most critical aspects all users of OneSchool must remain sensitive to when entering data or reports is the type of information they record, language used and potential audience who may access that record in the future including students and parents/caregivers.

Parents/caregivers, can access via QParents their individual child's:

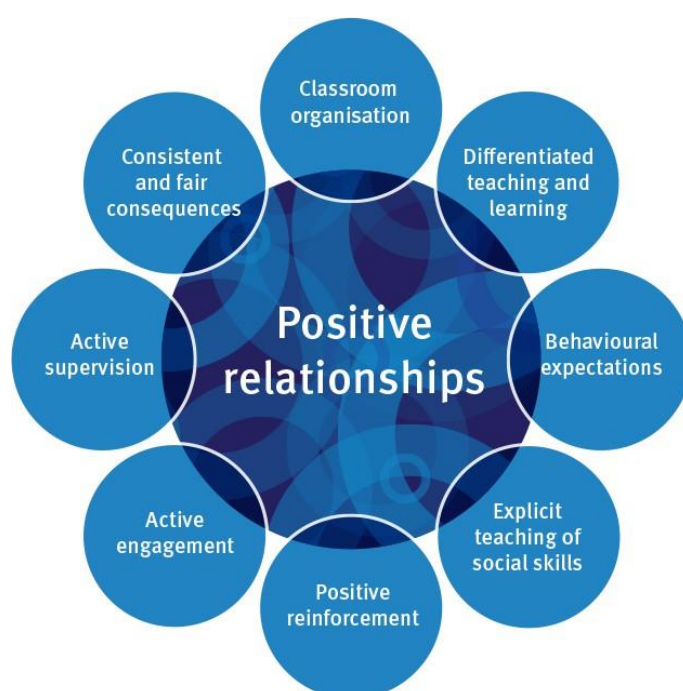
- Assessment Planners
- Attendance
- Exam Timetable (if applicable)
- Financial records including payment of invoices
- Behaviour Records – positive and negative
- Student report cards (these are emailed to both parents/caregivers where email addresses are provided at each reporting juncture)
- Student ID photographs
- Student Timetable
- Upcoming school events

Parents are advised by QParents behaviour categories, and if a more detailed record is required, then a request in writing must be lodged to the principal. Parents/caregivers who make this request will receive redacted behaviour summaries in order to protect the privacy of other individuals mentioned in their child's behaviour summary. Redacted behaviour summaries will be available from the Administration office and must be collected in person, to ensure confidentiality.

Dalby State High School has a group of interested staff who examine the student behaviour data each fortnight. This group is led by Deputy Principal, Student Engagement and Well-being and includes Principal, Deputy Principal, Head of Years, Head of Departments, teachers, teacher aides and Community Engagement Co-Ordinator. The team examine the OneSchool data from the previous fortnight and use this to inform the Positive Behaviour Learning Focus for the next fortnight. Dalby SHS reward system is used to reward students who demonstrate their ability to act accordingly by following this focus and the three values : Respect, Safety and Learning.

## Learning and Behaviour Statement

All areas of Dalby State High School are teaching and learning environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated 'Positive Behaviour for Learning (PBL)' framework to achieve our identified social behaviour and academic outcomes. This framework will also be underpinned by a whole school focus on relationship building through the ongoing roll out of the Queensland Government's Effective Classroom Management strategy. The motivation behind PBL is to create a positive classroom environment that maximizes learning time by promoting constructive behaviours. The foundations of Effective Classroom Management and PBL at Dalby State High School are outlined below.



Our Student Code of Conduct outlines our approach to encouraging positive behaviour, supporting students in making good choices, and maintaining a respectful and inclusive learning environment. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone. This assists Dalby State High School staff to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Dalby State High School's values and beliefs about behaviour and learning directly relate to Education Queensland's Code of School Behaviour (Appendix 2). Our schools' values and beliefs underpin the Code of Behaviour and this is implemented through PBL.

## **Our Vision and Values at Dalby State High School are:**

**Vision:** Creating the future; every student, every day.

**Values:** Positive Relationships, Student Diversity, Multiple Pathways, Teacher Excellence.

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

- **Respect**
- **Safety**
- **Learning**

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. We believe that student potential is maximised through creating a school environment that is supportive of students and provides support for students. Many elements of school life contribute to this concept of support. We have elected various support teams to help structure our focus on student welfare, developing constructive student-teacher relationships, supporting student behaviour and ensuring the maintenance and development of a supportive school learning environment.

Constructive and positive relationships lead to improved behaviour and this will occur when students and teachers know and relate better to one another. The school's values are evidenced by our positive and supportive learning environments. All students are supported to be active learners who take responsibility for their own behaviour and learning.

Our expectations of RESPECT, SAFETY and LEARNING are reflected in the school's behaviour management procedures which are underpinned by positive support of students to encourage high standards of achievement and behaviour, explicit teaching of correct behaviour and clear responses and consequences for inappropriate behaviour.

### • **Positive Behaviour for Learning**

Dalby State High School through associated key elements of PBL:

- Clearly defines and implements processes for explicitly teaching expected social and positive behavioural skills so that focus can be on teaching and learning;
- Fosters positive relationships between staff, students and members of the wider community;
- Focuses on our expectations of RESPECT, SAFETY and LEARNING;
- Celebrates and rewards positive behaviour;

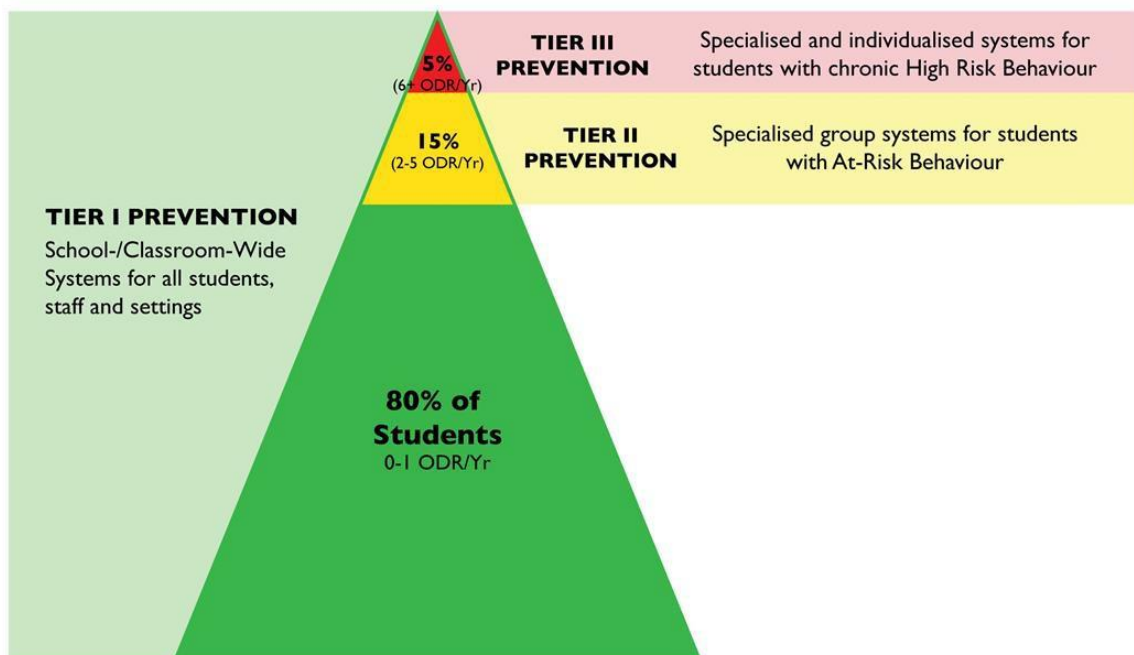
A matrix of behavioural expectations in specific settings has been attached to each of our three school expectations. This matrix outlines our Behaviour Curriculum – our agreed-to expectations and positive behaviour definitions of appropriate behaviours in all school settings.

Dalby State High School uses a three-tiered continuum of evidenced based supports: Universal or School Wide behaviour support; Targeted Behaviour Support and Intensive Behaviour Support. These levels facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

The following practices move from proactive to reactive, along a continuum of responses. Refer to appendices for flowcharts and policies explaining behaviour processes for Dalby State High School.

# 3 Tiers of Support

## CONTINUUM OF SCHOOLWIDE INSTRUCTIONAL & POSITIVE BEHAVIOUR SUPPORT



### School-wide, Targeted and Intensive behaviour support includes:

- Quality learning and teaching practices;
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed procedures;
- The implementation of the Dimensions of Learning framework;
- Regular monitoring and review of school procedures and programs;
- Professional development for all members of the school community consistent with the school's evidenced-based approach to promoting positive behaviour;
- A whole school positive preventative action for student behaviour.

### Tier 1- Universal behaviour support - WHOLE SCHOOL

Consistent and transparent communication is the first step to encouraging high standards of positive behaviour. At Dalby State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards ALL students which is designed to prevent problem behaviour.

The expectations are communicated to students using a number of strategies, including:

- Explicitly designed behaviour lessons conducted on assemblies which also facilitate our Pathways and Wellbeing (PAW), delivered to all students;
- Reinforcement of learning through instructional feedback and mini-lessons during curriculum time;
- Focus of the Fortnight emails and posters distributed to students, staff and the wider community;
- Newsletter articles;

- Student planner;
- The Dalby State High School website;
- Year Level Assemblies and Junior/Senior Assemblies each week;
- The implementation of policies such as the School Wide Expectation Matrix, Electronic Devices Policy and other policies;
- Rewards days;
- Identified Mental Health Days across the year (R U OK Day, Do It for Dolly etc)

Dalby State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Presentations on assemblies;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- PBL Team

Whole-school support procedures and processes at Dalby State High School apply to all students and staff across all settings. In response to the diverse range of students, the school's curriculum is designed to maximise student engagement in curricular, co-curricular and extra-curricular activities.

Examples include:

- Annual renewal of curriculum offerings in both Senior and Junior;
- A wide range of academic and vocational subjects including Structured Workplace Learning and School-Based Apprenticeship and Traineeship programs;
- Partners For Success initiatives;
- Independent Learning Centre;
- Instrumental Music program;
- Stage and Concert Bands;
- Significant opportunities in The Arts;
- Dalby Inter-year Program (DIP);
- School, District, Darling Downs, State and National representative sport teams;
- Disability awareness;
- National Competitions (Mathematics, English, Science etc);
- Public-speaking and Lions Youth of the Year;
- Role models, guest speakers, mentors;
- Gifted and Talented programs (Apollo Program);
- Linking with community industry and learning places to create alternative pathways;
- Distance Education courses;
- Trade Futures program;
- Innovate Agriculture Program
- ASX Share market game
- Partnerships with STEM; Scientist in School, STEM Punks, SPARK Ed, QMEA

### **Programs for Students with Unique Learning Needs**

In an effort to improve the learning outcomes for all students, literacy and numeracy support is provided both in and out of the classroom and students may be withdrawn for intensive support programs. Some students also require alternative programs and modification to

assessment to optimise achievement and success. Various needs requiring support are treated on an individual basis. Special Education programs focus on the development of individual goals expressed in each student's Individual Curriculum Plan.

### **Transition Programs**

The transition programs have been developed to support our students transitioning from a primary into high school setting and students entering Year 11 from feeder P-10 schools. These include events targeted at the specific needs of our school community, specifically:

- Early links with feeder primary and P-10 schools during the second half of Year 6 and Year 10;
- Year 6 transition lessons/days, school visits, BBQ Meet and Greet and information showcase
- Shadow days for future year 10/11 students
- Significant liaison with classroom teachers and Special Education Units (where appropriate);
- Dalby Inter-year Program (DIP) which involves Year 10 into Year 11 students taking a mentoring role with Year 6 into 7 students;

### **Leadership Development**

Students in each year level have the opportunity to develop leadership skills. Students elect to be involved with formal leadership through involvement with School Captains, First Nations Captains, Junior Secondary Leaders, Sports Captains and, Student Council and DIP Leaders.

### **Reinforcing expected school behaviours**

To increase the quantity and quality of positive interactions between students and staff students are explicitly taught behaviour expectations through our PAW program focused on Positive Relationships for Learning and our School Wide Expectations Matrix. At Dalby State High School, a reinforcement system is used to reinforce students intrinsically and extrinsically. The formal recognition of signatures/stamp in the back of a student's Planner enables behaviour to be reinforced frequently and quickly to encourage expected behaviours.

### **Fast and Frequent**

Staff at Dalby State High School sign/stamp cards in the back of the student Planner. When a student fills in an entire card or collates an amount, they can hand in to receive a reward off the menu.

### **Whole School Rewards Menu (2022)**

- 1 x Signed card = \$1 Tuckshop voucher
- 2 x Signed cards = Handball
- 5 x Signed cards = Mini Basketball or Water bottle

### **How does it work?**

- Each teacher will sign a student's Planner upon entry to the classroom (when class is settled) and whilst working demonstrating Respect, Safety and Learning.
- A student can receive 2 signatures/stamps a lesson. These cannot be revoked.

- Teachers will reinforce positive behaviour in the moment and often to get best outcomes. 4:1 is the ratio for best practice PBL.
- Students can accrue card and access the menu whenever they reach their desired reward.
- Students can see the Year 9 HOY or Support Staff Administration officer to receive their reward.

### **Long and Strong**

A longer-term school wide behaviour procedure is also in place for students to acknowledge positive student behaviour. This includes end of term rewards days for students who display positive behaviours and meet attendance goals.

## **Tier 2 - Targeted behaviour support- support for major behaviours and repairing relationships.**

The targeted level of intervention addresses conflict that has become protracted such that it is affecting others within the school community. A third party is often required to assist and facilitate the reparation of relationships and intervention for behaviour support is required.

A number of students at Dalby State High School are identified by staff and through reviews of OneSchool behaviour referral data as needing extra support. These are the students who do not fully respond to the Tier 1 behaviour support processes and strategies. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put the students' learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- Reflect and Reset Policy
- In-Class Assistance Cards (Policies Appendix 1 and 1.2);
- Personalised Learning Team (PLT) school-based referral processes for teachers seeking assistance to support identified students;
- Administration issued lunch detentions / After-school detentions;
- Restorative conversations conducted by staff that are trained as facilitators;
- Behaviour tracking by Year Level Coordinator each fortnight;
- Parental contact;
- Use of behaviour data to accurately identify students requiring Tier 2 supports;
- A team approach to supporting students participating in targeted programs;
- Use of data decisions to create targeted support programs;
- Making adjustments for individual needs;
- Personalised Learning Plan, attendance, behaviour, curriculum and social/emotional;
- Support Programs (Rock and Water, Bella Girl, Love Bites and Drumbeat);

Using research-validated program options for targeted support interventions such as:

- Adult mentoring
- Check-ins
- Targeted / small group social skilling, including a support CARE Class
- Targeted programs for students who are at risk of disengaging

At all times, students will continue to be taught expected behaviour as per the School Wide Expectations Matrix and rewarded appropriately for positive behaviour.

## **Tier 3 - Intensive behaviour support**

Students identified as needing intensive behaviour support are those students who have had whole-school and targeted support strategies as detailed above and who still are at risk of significant educational underachievement and/or disengagement due to their inappropriate behaviours. When the student is being supported at this level, one, or a combination of the following strategies may be implemented:

- Hands on Learning
- Parent meetings
- Behaviour Business Cards
- Discipline Improvement Plan
- Assigned Case Manager/s
- Daily check-ins
- 1-to-20-day suspensions
- Stakeholder meetings
- Subject withdrawals or modified programs
- Exclusion.

### **Serious Breaches of the Behaviour Code**

In addition, certain types of behaviour within the school are clearly identified as categorically serious enough to warrant the consequence of proposed exclusion. These serious behaviours are identified as significant. They include, but are not limited to:

- Ongoing bullying/fighting
- Serious vandalism
- Serious offences against students and staff
- Possession of prohibited items e.g. alcohol, offensive images, drugs, weapons
- Assault
- Serious criminal offences.

### **Specialist Support Staff**

The school has access to Guidance Officers, Social Worker, Heads of Year, Year Level Coordinators, Indigenous Community Engagement counsellor, Youth Insearch Social Worker and Lived Experienced Youth Worker, Youth Support Coordinator, Chaplain, Beyond the Broncos SSO, Clontarf Academy, Speech Pathologist and School Nurse. These support staff form the Student Support Team who work with students, both in a proactive and reactive manner. These students are at risk of long suspensions, exclusions or cancellation of enrolment.

Referrals through the Student Support Team are made through OneSchool or the Support Team members. Other staff can refer to the team if they have a concern for a particular student.

The types of support offered may include:

- Parent support – interviews, counselling, home visits, Discipline Improvement Plans
- Support programs
- Teacher support-developing behaviour strategies, classroom management, modelling, coaching, profiling etc
- Data collection to determine best practice for students who require intensive behaviour support
- Differentiation where deemed required for the students
- Personalised Learning Team (PLT) involvement to achieve continuity and consistency
- Flexible / alternative learning options
- Referrals to internal and external agencies and regional behaviour support services
- Work experience
- Take a Moment (TAM) cards
- Restorative Conversations – individual or group including peer mediation
- Alternate learning programs



- Check-ins with HOY and YLC
- Suspensions and assistance with re-entry including Behaviour Monitoring Card
- Counselling with school support personnel
- Mentoring with school-approved mentor
- Teacher-aide support through various funding avenues
- Recommendations and referrals to other agencies.

## **Consideration of individual circumstances**

At Dalby State High School staff members take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangement when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Dalby State High School aims to ensure that educational outcomes for the diverse needs of our students are maximised.

The staff of Dalby State High School considers the individual circumstances of all students when applying support and responsive strategies by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of our students
- Considering the rights of all students to learn
- Considering the rights of all teachers to teach
- Considering the rights of all to be safe
- Establishing procedures for applying fair, equitable and socially-just strategies for infringements against our core values of Respect, Safety or Learning.
- Recognising and taking into account students' age, cultural background and their emotional state
- Recognising the rights of all students to:
  - Express their opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment, regardless of their age, gender, impairment, cultural background or socio-economic situation
  - Articulate and input viewpoints into behaviour management systems
  - Provide written or verbal statements that will be taken into consideration in the decision-making process, and
  - Receive adjustments appropriate to their learning.

Serious matters are investigated by obtaining statements from parties and witnesses involved in the incident. The students' behaviour history and previous/current support interventions are taken into account when designing interventions in response to inappropriate behaviours.

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 OneSchool contacts. This applies even if the behavioural incidents, 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. This behaviour policy acknowledges that final decisions in relation to responding to inappropriate behaviour need to be made by staff. The exact measures taken will depend on the nature and severity of the offence and the anticipated effect of the consequence of the individual student. 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 this matter.

## Student Wellbeing

### Policy and expectations

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

#### *Drug education and intervention*

Dalby 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.

#### *Mental health*

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

#### *Suicide prevention*

Dalby 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, Dalby 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, Dalby State High School enacts a postvention response, by the principal 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, Dalby State High School staff immediately enact the School Emergency Management Plan and the Principal will communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

Staff	Support Role
<b>Classroom and CARE teacher</b>	Teachers and CARE teachers play a key role in the delivery of quality education to students. They contribute to excellence in education through their commitment and respect for curriculum. This commitment aims to help students to live happily and productively in a local and global setting. Teachers focus on fair and equitable work practices and productive partnerships. Teachers also focus on explicitly teaching positive behaviour through the School Wide Expectations Matrix.
<b>Heads of Department – Curriculum</b>	The Heads of Department or Subject Area Coordinators are experts in curriculum. Issues of concern regarding subject areas and non-completion of work/assessment should be directed to the Head of Department of the particular subject.
<b>Deputy Principal of Special Education</b>	The DP of SEP manages the school's Personalised Learning Department and supports students who have been individually evaluated to determine the specific level of support needed.
<b>Year Level Coordinator</b>	A Year Coordinator is responsible for supporting the emotional, social and behavioural development of the students in their cohort. They are key personnel in a student's life, as they support their cohort from Year 7 through to Year 12. A Year Coordinator will often refer students and caregivers to other internal personnel.
<b>Head of Year</b>	A HOY is responsible for supporting students exhibiting behavioural issues, in order to maximise participation in all aspects of their schooling. They will work in conjunction with the Support Team and internal and external support personnel to further support the student. The HOY also supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling.
<b>Head of Department Senior Secondary</b>	A HODSS is key in ensuring all students attain their QCE upon completion of schooling. The HODSS also supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling. They will work in conjunction with the Support Team, Complex Case Management team and internal and external support personnel to further support the student.
<b>Guidance Officers (GO)</b>	A GO provides counselling and advice to students, parents/guardians concerning educational, behavioural, career development, mental health and family issues. They also refer to and collaborate with external agencies to support students with complex needs.
<b>Social Worker</b>	A Social Worker provides intervention and support to students and families with a focus on social and emotional wellbeing, parenting, connections with community and young people at risk of long-term disengagement.
<b>HOD Personalised Learning</b>	HOD Personalised Learning will be involved with students diagnosed with varying levels of learning difficulties and work closely with classroom teachers, students and parents to modify programs and assessment processes. The support staff work in consultation with classroom teachers to provide alternative programs and/or assessment for students.
<b>Community Education Counsellor (CEC)</b>	Our school is fortunate to have a number of Indigenous students who bring a unique cultural heritage to our school community. As a result, the school employs a Community Education Counsellor (CEC) who promotes the well-being of these students and encourages leadership, positive role modelling and supports families. They oversee all Indigenous Education Staff at Dalby SHS.
<b>Chaplains</b>	Chaplains provide support across the whole school community. Dalby SHS Chaplains help to monitor school wellbeing, are an additional adult role model for students and are involved in parent and community engagement. Chaplains at Dalby SHS run a range of programs and lunch-time activities in addition to Breaky and Lunch Club.
<b>Youth Insearch Social Worker and Lived Experienced Youth Worker</b>	Youth Insearch provide a range of support services with access to 1:1 support from either a qualified social worker or Lived Experience Peer Worker, which includes goal setting, individual based care, and support to link in with services to support identified needs in addition to Teen Mentoring and leadership camps.
<b>Youth Support Coordinator</b>	The YSC provides individual support, group support and case management to students to maximise their engagement with education and training. They also refer at-risk students to appropriate agencies and support services.

<b>School-Based Youth Health Nurse</b>	The SBYHN can assist students with personal concerns related to health and physical well-being. The School Based Youth Health Nurse plays an important role in the Health and Human Relationships Education program in the school. Private consultation can be made by students or parents of students via the office.
<b>Clontarf and Beyond the Broncos</b>	Indigenous support staff are employed by external agencies to work in our school to support Indigenous students to improve attendance, retention and results. They support students in both personal and academic areas, along with teaching students in the Intercultural Understand Program.
<b>Principal/ Deputy Principals</b>	The administration team will assist students in both personal and academic areas or may refer students to other personnel.

**Support Programs taught at Dalby State High School:**

- Rock and Water
- Clontarf Academy/Beyond the Broncos; including Intercultural Understanding Program
- Love Bites
- Drumbeat
- Respectful Relationships
- Engagement Classes
- Bella Girls

**Links with Parents and Community**

Initiating and building positive links with parents and the community are essential for a positive educational experience. Many avenues are taken to ensure teachers and parents keep in close contact about issues relating to students.

Measures employed by the school include:

- Employment of a Community Education Counsellor who supports students who identify as Aboriginal or of Torres Strait Islander descent;
- An active Local Consultative Committee;
- An active Parents' and Citizens' Association;
- Formal Parent/Teacher reporting evenings each term and meet and greet BBQs;
- A policy of recognising student positive behaviour through bi-annual Gold and Silver Awards ceremonies and annual Awards Night;
- Recognising positive behaviour with parental phone calls, positive postcards, signature cards and recognition on year level parades;
- Award ceremonies to recognise positive behaviour, attendance and academic achievement;
- Positive school marketing and public celebration of success;
- Educational links with universities and TAFE;
- Strong links with employment, industry and community agencies;
- Strong links with community-based support agencies;
- TA of Senior Schooling to liaise with students, employers, RTOs, Group trainers, AACs and trainers/teachers of vocational education and training areas;
- Contact with PCYC support programs.

In addition, the Support Team has a responsibility to coordinate external and EQ specialist staff to strategically provide intensive welfare support to individual students. The school administration collaboratively works together to ensure the welfare of all students is monitored and individuals are supported when required.

For very high-need cases, other community agencies may be involved on a case-by-case basis. These may include, but are not limited to:

- Headspace
- Child Youth Mental Health services
- Medical Practitioners
- Goondir
- Queensland Police Service
- Medical Specialists
- Community Youth Support Groups
- Other agencies

The school also provides additional support for students while they are on suspension via email and mail as well as allowing them to submit assessment items electronically.

## Whole School Approach to Discipline

At Dalby State High School, we believe discipline is about more than just punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff make their expectations clear, by providing supportive instructions about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach expected behaviours.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or our whole school approach to discipline are encouraged to speak to the class teacher/Year Level Coordinator/HOY or make an appointment to meet with the principal.

## Differentiated and Explicit Teaching

Dalby 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 Dalby State High School use a variety of pedagogical approaches to teach curriculum so that students are able to 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, Year Level Coordinators and Heads of Year to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.

Every classroom in our school uses the School Wide Expectations Matrix 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 classrooms. The matrix is on display in all learning areas and within the school playground, and is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



## Dalby State High School

### School Wide Expectations – Respect Safety Learning

Expectations	School-wide	During Class	Transition Times	Break Times
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Be polite and use your manners</li> <li>Use a respectful voice (language, tone and volume)</li> <li>Respect others' personal space</li> <li>Respect your own and others' belongings</li> <li>Follow staff instructions</li> <li>Follow all school policies</li> <li>Accept difference</li> <li>Wear your uniform (including wide brimmed school hat) with pride</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Wait your turn</li> <li>Make a positive contribution to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Respect the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Share and return equipment</li> <li>Follow game rules</li> <li>Be a team player</li> <li>Put rubbish in the bin</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep hands, feet and other objects to yourself</li> <li>Walk calmly around the school</li> <li>Stay in school grounds</li> <li>Use verandas and stairs only when directed by staff</li> <li>Be an active bystander</li> </ul>	<ul style="list-style-type: none"> <li>Sit safely where directed</li> <li>Keep workspace tidy</li> <li>Use equipment for its intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>Stay left on stairways, walkways and verandas</li> <li>Carry equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Only Year 7 students allowed in Year 7 designated areas</li> <li>Handball only on handball courts</li> <li>Oval only accessible at first and second break</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>Attend every day</li> <li>Gain permission before leaving group/class and use a green slip</li> <li>Be a responsible reporter</li> <li>Listen to feedback and learn from your experiences</li> <li>Complete all tasks to maximum potential</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for class with required equipment</li> <li>Have your timetable and planner</li> </ul>	<ul style="list-style-type: none"> <li>Transition quickly and quietly</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Follow Library routines</li> <li>See teachers to catch up on work missed / study</li> </ul>

*Creating the future; every student, every day*

"The Focus of the Fortnight is shared every two weeks with staff and students, and is also promoted to parents and the wider school community. Each focus is thoughtfully selected by the PBL team, using data-informed insights to highlight and build on the positive behaviours and trends demonstrated by our students. These expected behaviours are explicitly taught and reinforced in lessons, and are continually encouraged by teachers throughout the week—both in the classroom and during playground interactions."

## Legislative Delegations

### Legislation

In this section of the Dalby 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 \(Qld\)](#)

## Disciplinary Consequences

The disciplinary consequences model used at Dalby 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 Reflect and Reset or to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 5-10%, a high level of differentiated support of 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 or delegate, 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. 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.

**MINOR BEHAVIOUR BREACHES** are those which breach the Student Code of Conduct and are generally dealt with in-situ by the classroom teacher or witnessing teacher. Repeated breaches that are similar will be dealt with by Year Level Coordinators, HODs of Curriculum or Heads of Year.

**MAJOR BEHAVIOUR BREACHES** are those that significantly violate the Human Rights of others to learn and be safe.

This level of behaviour may result in detentions, restitution or suspension from the school or other high-level consequences. Major behaviours are those behaviours that are referred to the Head of Year. These may then be redirected to YLC, DP or P depending on their severity. The investigating officer reserves the right to select appropriate responsive strategies in accordance with relevant Legislation and Regulations and in consultation with the Principal and Deputy Principal. Incidents requiring investigation will be conducted by the Year Level Coordinator, Heads of Year or Deputy Principal. This process will require students to complete an incident statement or a witness statement. All parental contact will be documented in OneSchool.



## Differentiated

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

- Effective Classroom Management (ECM)
- 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 4 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
- Class wide and whole-school incentives (Signature Cards)
- 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
- Reflect and Reset questions asked
- Detention

## Focussed

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

- Behaviour Monitoring Cards
- Individual student behaviour support strategies (e.g. Behaviour Improvement Plans)
- Targeted skills teaching in small group
- Whole school rewards (Planner/planner signatures)
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Reflect and Reset Room process
- In-class assistance card

## Intensive

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

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

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address inappropriate 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 Dalby 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 on the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

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

is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via a letter sent home. Re-entry meetings are short, and kept small with only the HOY/HODSS or higher attending with the student and their parent/s. In some cases, as an additional support provision a Behaviour Monitoring Card may be issued to track behaviours and support student returning to the school environment.

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

### **Structure**

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g., guidance officer)
- Issue Behaviour Monitoring Card and set a date for follow-up
- Thank student and parent/s for attending

### **Reasonable adjustments**

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

### **Bunya Campus**

Understanding that the two campuses are at times separate entities, students suspended from either campus will be recorded as a suspension from Dalby State High School. A student who is suspended for an incident, when engaged in a scheduled program of instruction within school hours, will carry out their suspension at their place of residence. Bunya Campus is recognised as our residential students' place of residence, therefore these students, where practical given the nature of the incident, are permitted to reside on the residential precinct until transportation home can be arranged. For residential students suspended from the Bunya Residential Campus for an incident that occurred after school hours, whilst in residential care, the suspension is for both campuses.

To ensure alignment with the Student Code of Conduct when applying Responsive strategies, both the individual's circumstances and rights of the whole school community will be considered at all times.

## School Policies

Dalby 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 reasonably 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 school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the QPS.

The following items are explicitly prohibited at Dalby 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, vape, e-cigarettes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical

authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

## **Responsibilities**

### **State school staff at Dalby State High School:**

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

### **Parents of students at Dalby 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 Dalby State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

## **Safe, Responsible and Respectful Online**

### **Students of Dalby State High School**

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close

browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

### **General Rules**

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

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

It is acceptable for students to:

- use mobile devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before arriving at school or after 3.05pm
- seek Head of Department's approval where they wish to use a mobile device under special circumstances.
- (e.g. photos of Art Folio, filmed sporting activity or speech for an assessment)

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

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment

- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

### **Use of mobile phones and other devices by students**

(Devices covered by this policy include mobile phones, iPods, MP3 players, headphones (wireless or wired), iPads, tablets, laptops, video game devices, smart watches with network capability and any other electronic device as determined by the principal)

Dalby State High School has established the following policy for electronic devices that provides teachers, students and parents / guardians guidelines and instructions for the appropriate management of electronic devices when at school. The policy reflects the importance the school places on students demonstrating the school expectations of Respect, Safety and Learning. In line with these expectations, the school will ensure student learning and well-being are not compromised by the inappropriate use of electronic devices.

#### **Classroom Use**

- Electronic devices may be accessed by students in classrooms for a specific and agreed educational purpose when explicitly written into the teacher's lesson plan and approved by the relevant Curriculum Head of Department.
- In these instances, devices will be used at the direction of the teacher. No electronic devices can be accessed during exams or for assessment, unless expressly permitted by the Head of Department.
- It is anticipated that teacher directed curriculum activities that require access to an electronic device will be rare.
- Students are free to use a personal laptop that is included in the school's BYOX program; or a school owned electronic device during class time at the discretion of the classroom teacher. Students can use a personal laptop, iPad or tablet as a classroom aid, word processing device but these must not be connected to any network.
- The same conditions for classroom use apply for school excursions and other curriculum activities that involve leaving the school.

#### **Playground Use**

- Playground use refers to access to electronic devices before school (once a student arrives at school in the morning) and during the three designated breaks during the school day.
- Students are free to use a personal laptop that is included in the school's BYOX program during these times, provided they are situated in the school Library. If the library is not available, an alternate location is to be negotiated with a Head of Year and/or Head of Department.
- No other access to electronic devices is permitted.
- Students are free to access electronic devices at 3.05pm each day, giving them the opportunity to receive messages that may have been left for them during the school day. Electronic devices are not be accessed during after-school detentions.

### **Off Campus activities**

- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps. Exemptions or special considerations (where applicable) will be included in the excursion planner.
- Students participating in activities, such as off-site Vocational Education and Training or work replacements must follow the expectations of the organisation in charge regarding the use of mobile devices.

### **Misuse of Electronic Devices**

Students who breach this policy in '**Classroom Use**' (above) through accessing a device will be managed as follows:

- Students will be directed by staff to report to the school office (student window) where their device will be confiscated. Students will be issued with a receipt. A parent / guardian will be required to collect the device.
- If a student has a device confiscated for a second time in a given week, they will be referred by office staff (student window) to the relevant Head of Year for either after-school detention/s or suspension from school as per the Student Code of Conduct.
- If a student refuses to hand in their device to the school office (student window) then they will automatically receive after-school detention/s or a suspension from school as per the Student Code of Conduct.
- Students who persistently fail to follow the E.D.P will be referred to Heads of Year for follow up. This follows up may include after-school detentions or suspensions from school as per the Student Code of Conduct.

Students who breach this policy in '**Playground Use**' (above) through accessing a device will be managed as follows:

- Students will be directed by staff to report to the school office (student window) where their device will be confiscated for the remainder of the day.
- If a student refuses to hand in their device to the school office (student window) they will be referred by office staff (student window) to the relevant Head of Year for either after-school detention/s or suspension from school as per the Student Code of Conduct.
- Students will be issued with a receipt when they hand their device in to the school office (student window). Students will also use their receipt to claim their device at the end of the school day.
- If a student has a device confiscated for a second time in a given week, a parent / guardian will be required to collect it. Parent / guardian will be contacted via text message to collect the electronic device.
- Students who persistently fail to follow the E.D.P will be referred to the relevant Head of Year for follow up. This follows up may include suspensions from school as per the Student Code of Conduct.

**Consequences will be proportionate and equitable and take into consideration the individual circumstances of each student.** Students may be enrolled in an eSmart program to complete a Digital Licence or similar course.

Students who breach this policy can also be subject to additional intervention and consequences under the Student Code of Conduct:

- Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their electronic devices. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Students must not place images / words on the internet which have a negative impact on the good standing of the school or its staff and students.
- Students must not damage school owned electronic devices. There will be significant consequences if this occurs. This may include suspensions from school as per the Student Code of Conduct.



**When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of the students and/or staff members involved.**

#### **Other Key Information**

- Students may hand their electronic device into the Student Window, or the Trade Training Centre (bus students only) for safe keeping on arrival to school and then collect it again at the completion of the school day. Students will be issued with a receipt when they hand their device in to the Student Window or Trade Training Centre. Students will also use their receipt to claim their device at the end of the school day.
- Students **may** use an electronic device to make an EFTPOS payment at the Tuckshop within the assigned payment zone. Payments can also be made in the Resource Centre using their electronic device.
- Parents / guardians / students who have documentary support from the student's primary health care professional are able to apply for a **Medical Variation** to this policy (see Medical Variation document). This variation will provide students with a formalised **Medical Variation Plan** which outlines the conditions under which they can access an electronic device during the school day (see Medical Variation Plan document). This access will be unique to each student and will at no stage be 'free access' to an electronic device. Parents / guardians / students wishing to use this process should communicate with the Principal through the school office.
- A student's Medical Variation Exemption will be documented in the student's One School Support Provisions tab by the Student Services Administration Officer. This information will also be provided in the supervision summary folder for Relief Teachers.
- Parents / guardians are able to leave messages for their students on their electronic devices during the school day, but need to be aware that these will not be accessed until 3.05 pm. Critical and / or emergency messages can be phoned through the school office on 07 4669 0900 and these will be passed on to students.
- At no point is the principal or any school staff permitted to unlock an electronic device or to read, copy or delete messages stored on the device, without the consent of a parent / guardian.

#### **Liability**

- **Electronic devices are brought to school at their owners' risk.** No liability will be accepted by the school in the event of loss, theft or damage to any device. When they are at the Student Window or the Trade Training Centre (bus students only) through voluntary handing in or at the school office through confiscation, the school takes responsibility for any loss, theft or damage.

(This policy has been developed in accordance with Department of Education School Management Policies and Procedures: *Student Code of Conduct*, *Student Discipline* and *Temporary Removal of Student Property by School Staff*,

<https://intranet.ged.qld.gov.au/EducationDelivery/educationandict/Pages/student-use-of-mobile-devices.aspx>

## Preventing and responding to bullying

Dalby 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.

Dalby State High School has a variety of ways to prevent and respond to Bullying behaviour. These include:

- Teaching specific lessons about being Responsible Reporters and Active Bystanders (from the School Wide Expectations Matrix)
- Actively promoting the online platform STYMIE to report instances of bullying
- Think You Know (QPS)
- Recognition and celebration of the National Day of Action Against Bullying and Violence
- Explicit teaching using resources from the Bullying! No Way! website
- Participating in kindness challenges.

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

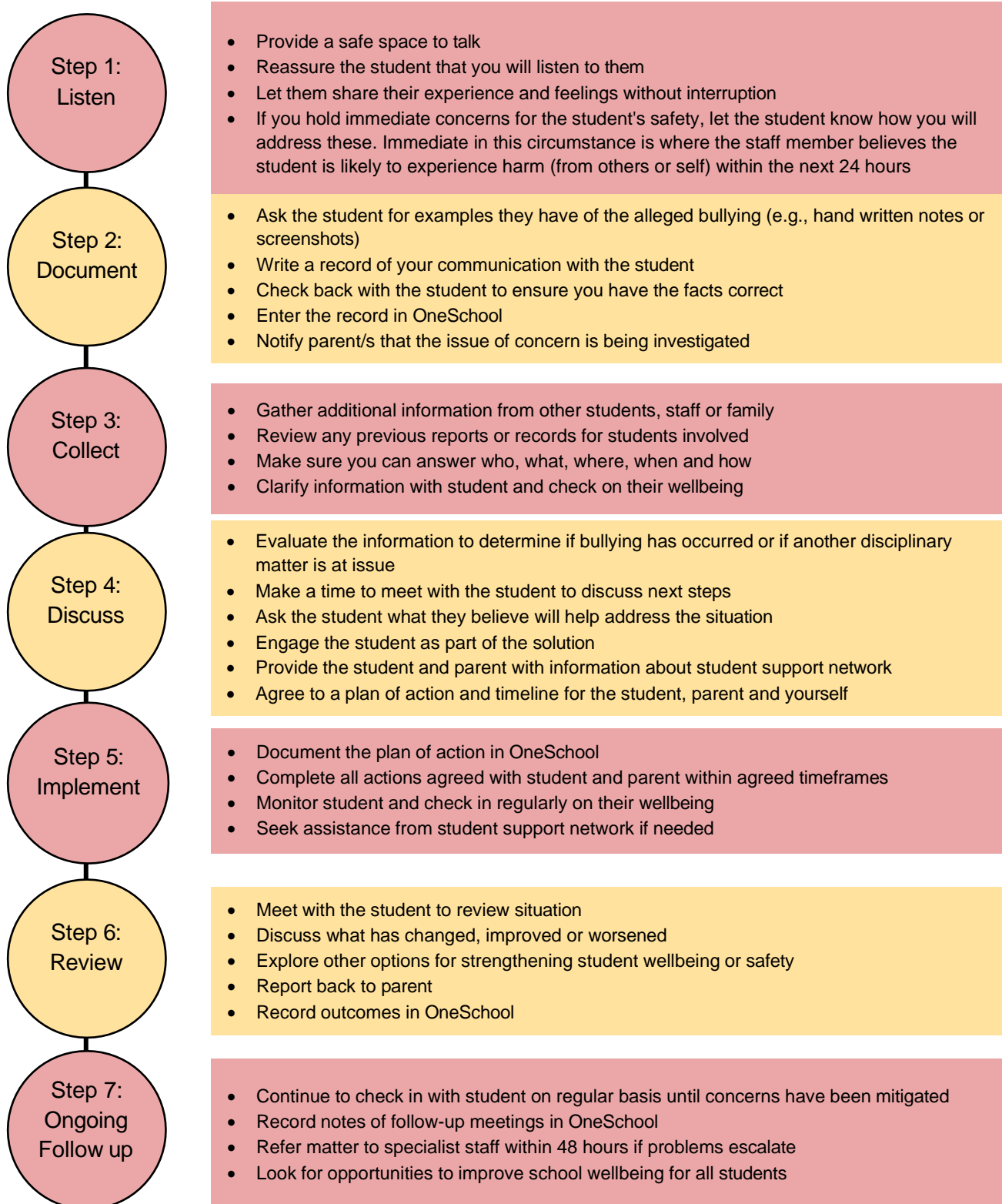
The following flowchart explains the actions Dalby State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

## **Dalby 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 judgement of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

1. Year Level Coordinator
2. Head of Year
3. STYMIE <https://www.stymie.com.au/>



## Appropriate use of social media and Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Level Coordinator or the Head of Year.

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

Students enrolled at Dalby 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 Dean Russell, Principal.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

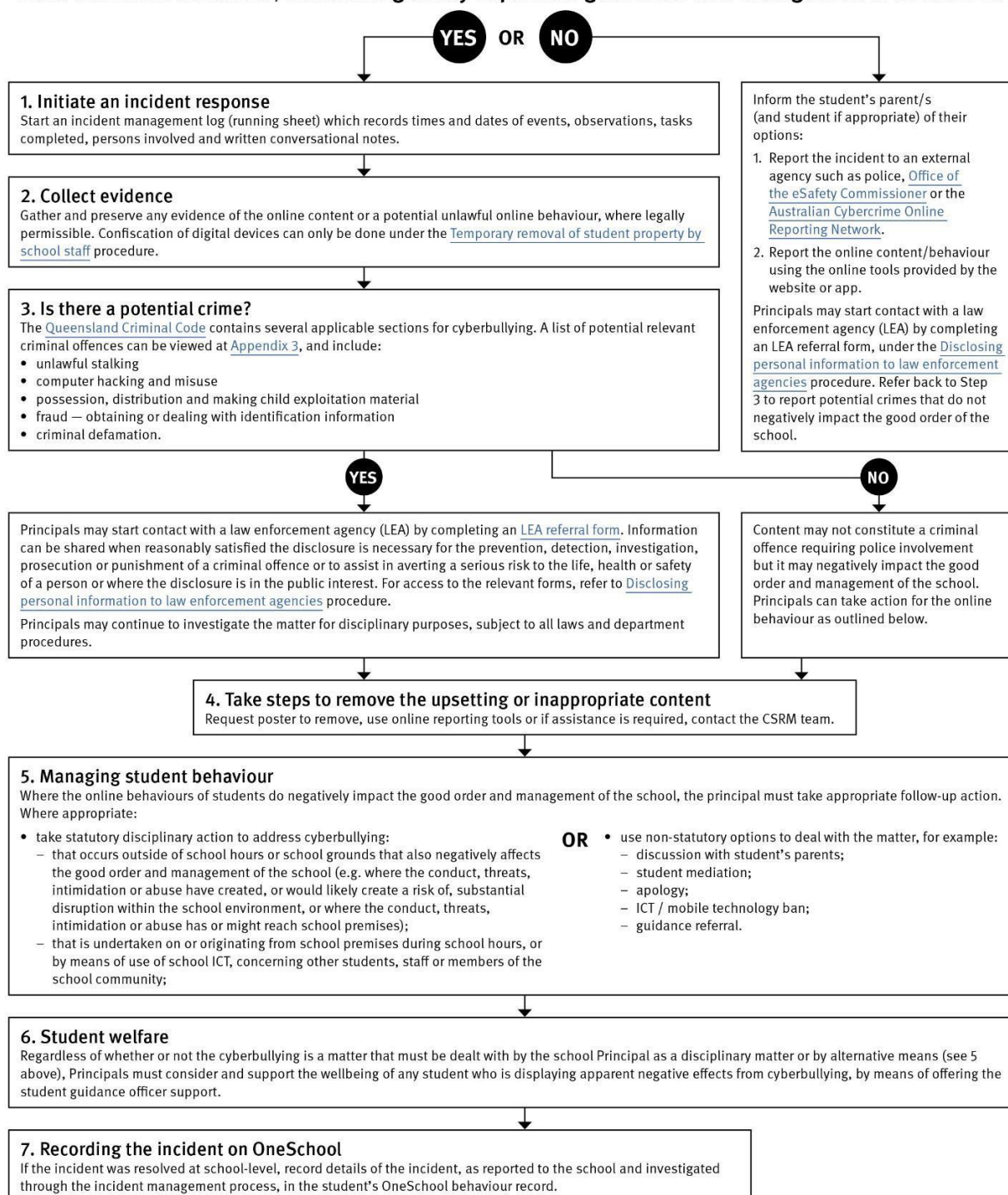
### Explicit images

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

### Help

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

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





## 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

Dalby 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 Dalby 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 detentions, after-school detentions, withdrawal from events or more severe punishments such as suspension or exclusion from school.

## Dalby State High School – Anti-Bullying Contract

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

## Dalby State High School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone has the right to feel safe, secure and respected.

I agree to:

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

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

School representative signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appropriate Use of Social Media

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community.

Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, 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.

#### **Further Information**

- eSafety Commissioner [www.esafety.gov.au](http://www.esafety.gov.au)
- Bullying No Way! [www.bullyingnoway.com.au/parents](http://www.bullyingnoway.com.au/parents)
- Parentline [www.parentline.com.au/parenting-information/tip-sheets](http://www.parentline.com.au/parenting-information/tip-sheets)
- Kids helpline: <https://kidshelpline.com.au/teens/issues/bullying>
- TikTok : <https://support.tiktok.com>
- Headspace: <https://kidshelpline.com.au/>
- Be You : <https://beyou.edu.au/>

## Restrictive Practices

School staff at Dalby 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 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 practice's 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 so 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 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. 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.
3. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

Below is a list of related policies and procedures which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning:

• Reflect and Reset Process	Appendix 1 (Page 44)
• In-Class Assistance Card	Appendix 1.2 (Page 46)
• Out-of Class Card	Appendix 1.3 (Page 46)
• General Code of Conduct	Appendix 2 (Page 47)
• Tracking Student Behaviour	Appendix 3 (Page 47)
• School Drug Policy	Appendix 4 (Page 49)
• External Behaviours Policy	Appendix 5 (Page 52)
• Hands Off Policy	Appendix 7 (Page 52)
• Hat Policy	Appendix 8 (Page 52)
• Uniform Policy	Appendix 8 (Page 52)
• Student Privilege Policy	Appendix 14 (Page 57)
• Truancy Policy	Appendix 16 (Page 68)
• Late to Class Policy/Issuing detentions	Appendix 11 (Page 53)
• Personalised Learning Referral Flowchart	Appendix 12 (Page 55)
• Bunya Campus Behaviours	Appendix 12 (Page 56)
• Behaviour Management Matrix	Appendix 18 (Page 68)

## Resources

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

## Conclusion

Dalby 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 they 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](#).

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

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

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

#### **3. External review:** contact a review authority

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

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

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

## **Appendix 1 – Reflect and Reset Process**

Dalby State High School believes that the best possible learning environment is achieved through effective teaching, respectful relationships and positive student behaviours. Dalby State High School utilises Reflect and Reset process. The following outlines the process teachers at DSHS follow if a student disrupts the learning environment and does not respond to Effective Classroom Management or other unintrusive processes.

### **Reflect and Reset Process**

- Before a student chooses to attend remember to follow:
  - Classroom Management practices
  - Effective Classroom Management etc
- Should classroom behaviour management not be effective, the first incident would be written on the Reflect and Reset Room referral form
- If the behaviour continues or another one arises ask the students the reflection questions:
  - What are you doing?
  - What should you be doing?
  - Do you want to make a choice to stay in the classroom or do you need time to reflect?
- If after asking the student the reflection questions there is still no change (remember give take up time and time for a change in behaviour) and student chooses to leave, fill in the second disruption and send the student with the blue form
- If necessary, send another student with a green card to escort the student to the Reflect and Reset room

### **Failure/refusal to report to Reflect and Reset room**

- Non-compliance with Reflect and Reset process teacher to use an In-Class Assistance Card to Reflect and Reset classroom within the Student Services Hub (Q Block)
- Referring teacher to record Reflect and Reset non-compliance on OneSchool as a major incident using 'Reflect and Reset' drop down box.
- Possible consequences- after-school detention, lunch detention, parental contact or support provision;

### **Repeated Reflect and Reset Class**

If a student repeatedly chooses to attend Reflect and Reset in a 5-day period the following processes will occur:

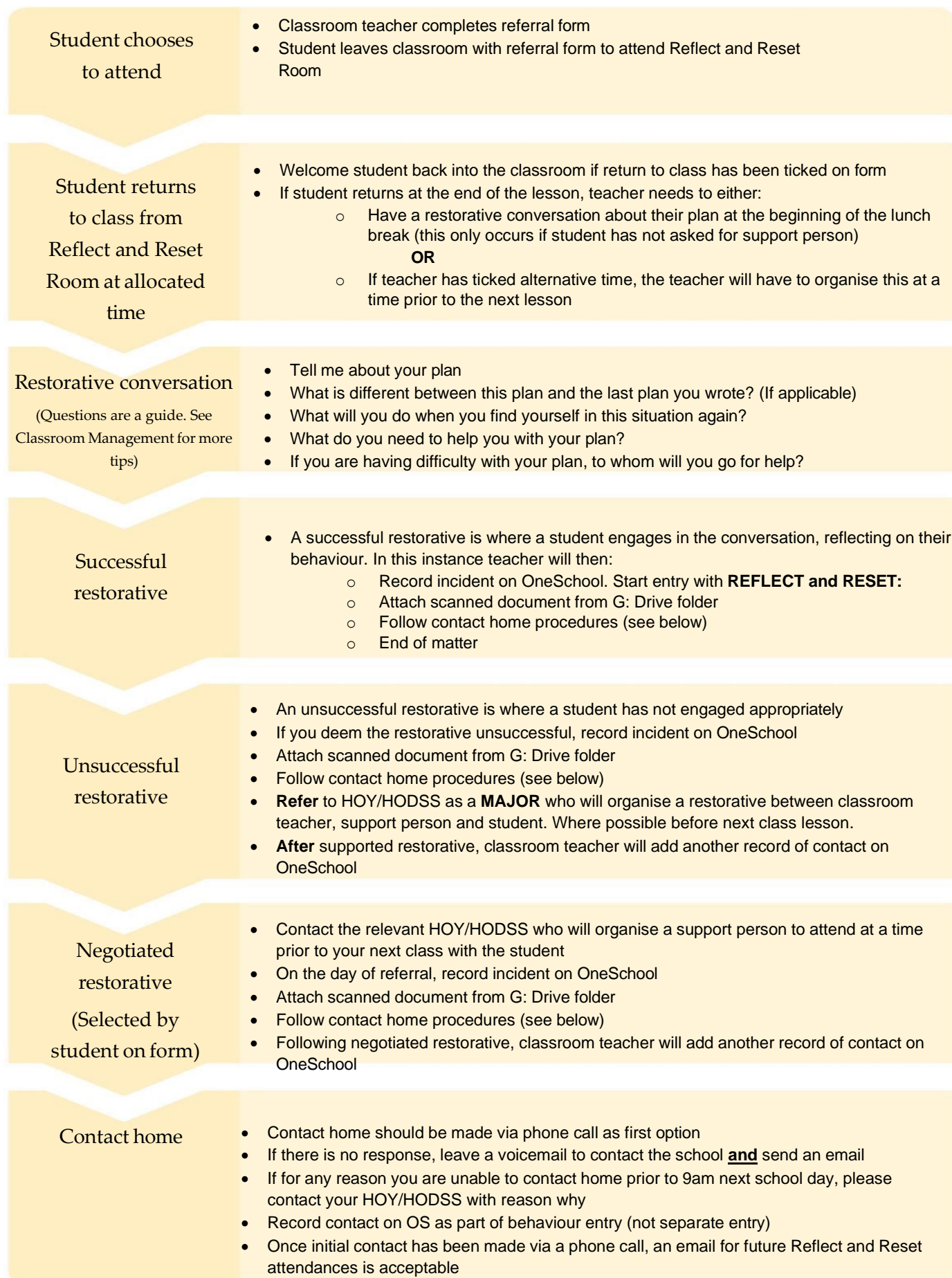
- First offence - student will be issued an Administration Lunchtime Detention
- Second offence – student will be given a Behaviour Monitoring card and referred to the relevant Head of Year to issue an Afterschool Detention
- Third offence – student is at risk of suspension for non-compliance. This is referred to the relevant Head of Year to discuss with Year Level Deputy
- Possible follow-ups: Year Coordinator input, referral to PLT
- If a teacher refers a student from their class 3 or more times in a fortnight HOY will discuss options with Curriculum HOD. Possible follow ups from Curriculum HOD: Behaviour Monitoring, parental contact, escalated consequences.

### **Notes:**

- When leaving supervisions, teachers must note Reflect and Reset in supervision on the supervision sheet. Internal supervising teachers will follow all staff procedures for students choosing to attend Reflect and Reset
- External supply teachers will leave students name and regular class teachers will follow up

## Reflect and Reset Flowchart

### Process for students attending and returning from Reflect & Reset Room





### **Appendix 1.2 – In-Class Assistance Cards (Yellow)**

In some cases, teachers may need the assistance of other staff members when application of appropriate responsive strategies does not improve student behaviour. The In-Class Assistance Card can be used in situations such as these. The In-class Assistance Card should be used for:

- Reflect and Reset refusal
- Electronic Devices refusal
- Exam disruption
- Threats/aggression
- Welfare concerns
- Student left class

*\*The Reflect and Reset supervisor records the yellow slip, in the In-Class Assistance book, and contacts an available HOY/HOD/DP for help. It is the classroom teacher's responsibility for following up the behaviour and recording the actions on OneSchool and referring to the relevant HOY.*

### **Appendix 1.3 – Out of Class Cards (Green)**

In some cases, students may need to leave the class for legitimate reasons. If a student needs to leave a class for any reason, a staff member must fill in an Out of Class pass. This allows other staff to recognise that student has permission to be out of class. The Out of Class Card can be used for:

- Toilet (medical conditions/emergencies)
- First Aid/Sickbay
- Office
- HOY/HODSS Staffroom
- Library Printing
- Guidance Officer (appointment only, unless an emergency)
- Clontarf/Beyond the Broncos/CEC
- Specialist support staff (appointment only, unless an emergency)

*\*The Staff member who issues the Out of Class Card, must keep the card. The reason being that if an incident occurs, the staff member can check the list of students who were out at that time.*

## Appendix 2 – General Code of Conduct

Staff and students at Dalby State High School acknowledge that all members of the school community have the right to feel safe, be respected and actively participate in all areas of schooling life. All members of our school community have specific responsibilities to ensure this is achieved. As members of the school community, all staff and students will exercise professionalism, self-awareness and self-improvement through the application of our core values of Respect, Safety and Learning.

To ensure actions do not adversely affect the safety and/or wellbeing of staff and students alike, this general code of conduct should be adhered to by all members of the school community, encompassing all school areas and activities:

- The expectations of **Respect, Safety and Learning** are to be observed and acted upon at all times.
- To ensure student and staff safety, each staff member can use their own discretion to deem whether student behaviour breaches the Code of Conduct. Consultation with relevant Year Coordinator, Behaviour Management Team or Administration is suggested.
- To participate effectively and display respect, students must follow our **Uniform, Hands-off, Electronic Devices** and **Anti-Bullying** policies at all times.
- To learn effectively, student punctuality, attendance and preparedness is required for the effective operation of the school.
- To ensure safety, students must stay clear of fence lines, car parks, bike racks and out of bounds areas during school hours except where approved access is permitted. Students must also walk in a calm and controlled manner on bitumen, concrete, on walkways and around buildings.
- For hygiene purposes and to ensure safety of the school community, students are to vacate toilet areas immediately after use and dispose of litter in bins provided.
- For student safety and to display respect, students are to use designated playground areas before and after school and during recess times. Other areas such as the hall, library, oval, classrooms, staffrooms etc must only be used under teacher direction and/or supervision.
- To participate effectively and ensure safety, bottled water is the only consumable which may be permitted in classrooms, (supervised curriculum-based activities are an exception).
- To maximise student participation and to ensure safety, students are to remain in the school grounds at all times from time of arrival (including bus exchange) until departure. Students who arrive late and/or depart early should follow correct school procedures.
- For the safety of the whole school community, students must avoid contact with, and report, any unregistered visitors in the school grounds or along fence lines.
- The school grounds are to be utilised after school, during weekends and during holidays only after permission is granted by a school officer.
- Prohibited items may include, but are not limited to, the following: aerosol cans, chewing gum, illicit substances, objects that may be used to intentionally cause harm, explicit images.

**The principal may implement other expectations essential for the good order and management of the school as deemed necessary. This includes determining that certain items should not be brought onto school grounds.**

### **Appendix 3 – Tracking Student Behaviour**

Dalby State High School has award ceremonies each year to recognise the outstanding achievements of our students. The ceremonies acknowledge those who display exceptional behaviour, attendance and academic achievements both within and out of class. The ceremonies are divided into Junior and Senior ceremonies and held during Monday Assembly in terms 1 and 3. Full formal uniform must be worn by students to receive their awards on stage.

Our awards for exemplary behaviour are gold and silver awards. These awards are generated through end of semester academic reporting periods and are calculated by the 5-point Grade Point Average (GPA) criteria.

Attendance awards recognise those students who record exemplary attendance (with approved absences) for the semester.

#### **Annual Sports Awards Dinner**

This night plays an important role in the school's program of recognising student achievement as it acknowledges the sporting achievements of our students and the contribution made by parents and teachers. Awards include Bronze, Silver and Gold Awards, Service to Sport Awards, Australian Olympic Change-Maker and the prestigious Sportsperson of the Year Award. The Annual Sports Awards Dinner is held in November.

#### **Annual Awards Night**

The Annual Awards Night Ceremony is an opportunity for the Dalby State High School community to honour and acknowledge the achievements of our students across the academic, cultural, service and leadership fields. The Awards Night is held in the Dalby State High School Great Hall.

#### **Process for Gold and Silver Awards**

The academic awards are separated into:

##### ***Junior Secondary:***

- Academic Improvement (increasing your GPA across two semesters)
- Academic Achievement – Silver (GPA equal to or above 4.5)
- Academic Achievement - Gold (GPA equal to or above 4.7)

##### ***Senior Secondary***

- VET Recognition – Silver (GPA equal to or above 4.2)
- VET Recognition – Gold (GPA equal to or above 4.6)
- Academic Recognition – Silver (GPA equal to or above 4.2)
- Academic Excellence - Silver (GPA equal to or above 4.2)
- Academic Recognition – Gold (GPA equal to or above 4.6)
- Academic Excellence - Gold (GPA equal to or above 4.6)

## **Appendix 4 – Drugs and their misuse**

Dalby State High School has a responsibility to promote healthy lifestyles and, in pursuit of this, teaches pupils about the hazards of drug use and the hazards of smoking as part of comprehensive health education program. Our school wishes to provide an environment which complements and does not negate this teaching. It also wishes to protect the health of staff, and visitors to this school.

### **THE SCHOOL POLICY**

#### ***a) Students***

The policy forbids unsanctioned drug use including smoking and vaping by students while on school premises, while publicly wearing school uniform or while engaged in a school related activity outside the school. Unsanctioned drugs (use or possession) will not be tolerated at Dalby State High. Prescribed or medicinal drug use must be sanctioned by the principal – a written request stating the name of the drug, dosage, and duration of use must be submitted.

#### ***b) All members of staff: teaching, support and non-teaching***

Staff may not smoke/vape or partake in illicit drug use on school premises or while on duty on a school related activity outside school. Newly appointed staff will be given a copy of this policy.

As this is a formal school policy, failure to comply with it will be dealt with through the usual management arrangements.

#### ***c) Visitors on the school site***

Visitors, including parents and suppliers, will be made aware that drug use and, in particular, smoking/vaping on school premises, is not permitted by law.

#### ***d) Those leasing or hiring the school premises***

Persons using the school premises, for whatever purpose will be made aware of the school policy.

### **POLICY STATEMENT – DRUG FREE SCHOOL**

#### ***Student Drug Related Incidents***

A comprehensive approach to school preventative drug education consists of a curriculum aimed at harm minimisation, fair and just processes for intervention that meets the health and educational needs of students and clearly articulated school expectations that define acceptable behaviour for the total school community. Students who chose to ignore school policy and expectations will be disciplined appropriately.

A rational response to managing drug related incidents at school, planned in advance, is likely to have better outcomes than trying to determine a course of action when confronted with a situation.

Dalby State High School has established the following procedures to be followed in instances of:

- a) student smoking, or
- b) other drug related incidents (including vaping).

#### ***Student Smoking Incidents***

The *Tobacco and Other Smoking Products Amendment Act 2001* (Act No. 20) prohibits smoking and/or vaping on school premises. This act encompasses the whole of the school grounds, excursions, social gatherings or camps.

As such, any infringement of the act will incur the following:

- At the time of infringement:
- Referral to Administration staff
- Appropriate responsive strategies

- Parent consultation
- Referral to Year Co-ordinator to reiterate school smoking policy and book an appointment with the School Based Youth Health Nurse
- Engage in an anti-smoking/Vaping program with the School Based Youth Health Nurse

#### *Intervention (Short Term) 0 – 24 hours*

- This stage refers to reporting the incident. The following issues should be considered:
  - Physical well-being of the student
  - Availability of the Principal and the police
  - Location of the incident
  - Emotional state of students, parents and school staff.
1. When school personnel suspect, or are advised, that a student has used or possesses a drug, it is necessary to establish and respond to the health and safety of the student first.
  2. The incident, the students and the substance involved should be immediately referred to the school senior administration.
  3. The school administration should identify a person to be responsible for managing the incident known as the Incident Manager.
  4. The incident manager should establish and validate facts by interviewing relevant staff and students. Note: Interviewing students if substance is illicit. If evidence suggests that a student is in possession of an illicit substance, administrators need only establish who was involved.
  5. Obtain and secure the suspected substance and implements for its use, observing procedures for searching and securing student property as outlined in Managing Drug Related Incidents Policy Handbook.
  6. Where it is suspected that the student has used and/or possesses an illicit substance the Incident Manager should:
    - refer the matter to senior administration
    - refer the matter to the Queensland Police Service
    - inform the Community Education Counsellor (if relevant)
    - inform the student's parent or guardian of the incident, and
    - advise them that a support person is available
  7. The parent or guardian is required to be present during police questioning.
  8. The Incident Manager should ensure that a written record of the incident is maintained, including the names of all students, school personnel, parents, police and other individuals involved in the incident.
  9. The student support person should focus on and support the health and education needs of the student.
  10. Disciplinary action in line with the school's Behaviour Management Policy should be followed.
  11. Where there is not sufficient information to take action, the Administration should closely monitor the student's behaviour.

#### *Intervention (Medium term) 1 – 7 days*

This stage may involve issues such as further investigation, disciplinary action, liaison with other agencies, media contact, and has the potential for rumour development.

Procedure:

1. Repeat steps 1 – 5 if not completed in previous stage.
2. The Incident Manager may prepare a written statement to staff, students, parents and the Media, clarifying the school Drug Prevention and Intervention Plan.
3. Support person to provide ongoing support to the student and family.
4. Disciplinary action in line with School's Behaviour Management Policy will be followed.

5. The Incident Manager should advise staff of the outcome of the incident.

### *Intervention (Long term) 7 – 90 days*

The objective here is to facilitate reintegration of the student into the current school or integration into a new school.

Procedure:

1. The support person can monitor the student's welfare and progress at school through liaison with all necessary parties.
2. The support person could contact the new school to ascertain effectiveness of the student's integration into the new school.
3. All actions and subsequent contacts should be noted on the Incident Record and filed for reference.

The following information has been supplied by the Queensland Police Service:

- Students who are 17 years of age or older are regarded as adults.
- Police must be called if an adult or student is found in possession of, or involved in the use of illicit substances, at school.
- Parent will be advised.
- A student support person **MUST NOT** be used in the police investigation because of potential legal ramifications.
- An incident involving an adult is very likely to result in court action

## **Appendix 5 – External Behaviours Policy**

### *Definition*

At Dalby State High School, external behaviours are defined as actions which occur outside school hours which may act to adversely affect the safety and/or well-being of students or staff during school hours.

External behaviours include:

- Misconduct within the wider community whilst still wearing full or partial school uniform including smoking/vaping, fighting in public places, loitering, causing a public disturbance and illegal activities
- Using electronic devices (mobile phones, social networking sites, blogs and chatrooms) to harass, threaten or damage the reputation of a staff member and/or students in a manner which may have a direct impact on the good order or management of the school
- Other conduct by currently enrolled students that is prejudicial to the good order or management of the school.

With regards to dealing with issues relating to the misuse of electronic devices, the staff at Dalby State High School will respond directly to issues which occur between official school hours. Incidents that occur outside of these hours will be dealt with at the principal's discretion if the actions directly impact on the good order or management of the school. The school may advise parents and guardians of alternate courses of actions, for example contacting the police.

Anyone engaged in the behaviours outlined above will face responsive strategies in line with the school's Behaviour Management Matrix.

## **Appendix 6 – Hands Off Policy**

### *Definition*

To ensure the safety of all students and to respect each other's personal space, Dalby State High School observes a hands-off policy. This policy is to promote an atmosphere and general conduct which discourages/limits the opportunities for Bullying and Harassment and promotes student and staff safety and security. This includes both consensual and aggressive behaviours except for supervised curriculum-based activities such as dance, drama and sport etc.

Examples of breaches of the Hands-Off Policy include:

- No student is to touch another student in a manner judged inappropriate by staff
- Touching people inappropriately, including consensual conduct
- No student is to use any form of physical violence against other students, even in 'fun' or as a 'practical joke'.
- Bullying or any other kind of stand-over tactics will not be tolerated
- Touching or taking another person's possessions without their expressed consent
- Physical violence e.g., fighting, kicking

Anyone engaged in the behaviours outlined above will face responsive strategies in line with the school's Behaviour Management Matrix.

### **Supporting Documents**

- The Wellbeing Framework for Schools
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- Student Welfare Policy
- Student Discipline in Government Schools Policy

## **Appendix 7 – Hat Policy (Refer to full policy on website)**

Students are required to wear appropriate hats when outdoors. Students are required to wear a DSHS sun-safe hat with the brim being 8cm minimum. Students are required to wear swim shirts/rash vests during all water-based activities occurring at outdoor venues, except during their race/s at competitions and carnivals. This also includes whilst on Excursions or at any other time representing DSHS.

## Appendix 8 – Late to Class / Issuing Classroom Detentions Policy

<b>Student arrives LATE</b> <b>1<sup>st</sup> or 2<sup>nd</sup> time</b>	<ul style="list-style-type: none"> <li>• Welcome student into class without confrontation</li> <li>• Note the time of arrival – this time will be noted in IDAttend</li> </ul>
<b>Teacher to:</b>	<ul style="list-style-type: none"> <li>• At the end of the lesson, discuss lateness / behaviours with student</li> <li>• Issue Lunch Time Detention to make up the time / complete work</li> <li>• OneSchool as a RECORD of minor behaviour</li> <li>• Contact home</li> <li>• Place reminder on student notices for student</li> </ul>
<b>Student attends Detention</b>	<ul style="list-style-type: none"> <li>• Case closed. No further action required</li> </ul>
<b>Student does not attend Detention</b> <b>Teacher to:</b>	<ul style="list-style-type: none"> <li>• Talk with student for explanation</li> <li>• OneSchool as behaviour RECORD</li> <li>• Double the detention time</li> <li>• Reminder on student notices. Ask Session 2 teacher to deliver student</li> <li>• Contact home again - guardian to remind student and to notify that failure to attend will result in greater consequences</li> </ul>
<b>Student attends Detention</b>	<ul style="list-style-type: none"> <li>• Case closed. No further action required</li> </ul>
<b>Student does not attend Detention</b> <b>Teacher to:</b>	<ul style="list-style-type: none"> <li>• OneSchool behaviour and REFER to HOY to give escalated consequence</li> <li>• HOY will only implement escalated consequence if process prior to this has been followed</li> </ul>
<b>Head of Year</b>	<ul style="list-style-type: none"> <li>• Discuss behaviour with student and <ul style="list-style-type: none"> <li>◦ Contact home to issue After School Detention</li> <li>◦ Log detention in IDAttend</li> <li>◦ Action OneSchool referral</li> <li>◦ Student doesn't attend After School – next flow chart level</li> </ul> </li> </ul>
<b>Head of Year</b>	<ul style="list-style-type: none"> <li>• Decision made on case-by-case basis – outcome may be one of the following: <ul style="list-style-type: none"> <li>◦ Support intervention</li> <li>◦ After Schools</li> <li>◦ Suspension</li> </ul> </li> </ul>
<b>Student arrives LATE</b> <b>3<sup>rd</sup> time or more</b> <b>Teacher to:</b>	<ul style="list-style-type: none"> <li>• Contact home stating this is an ongoing issue and has been referred to the HOY</li> <li>• REFER on OneSchool to HOY</li> </ul>
<b>Head of Year</b>	<ul style="list-style-type: none"> <li>• Decision made on case-by-case basis – outcome may be one of the following: <ul style="list-style-type: none"> <li>◦ Monitor and review</li> <li>◦ Support referral</li> <li>◦ After School Detention</li> <li>◦ Referral to DP's</li> </ul> </li> </ul>

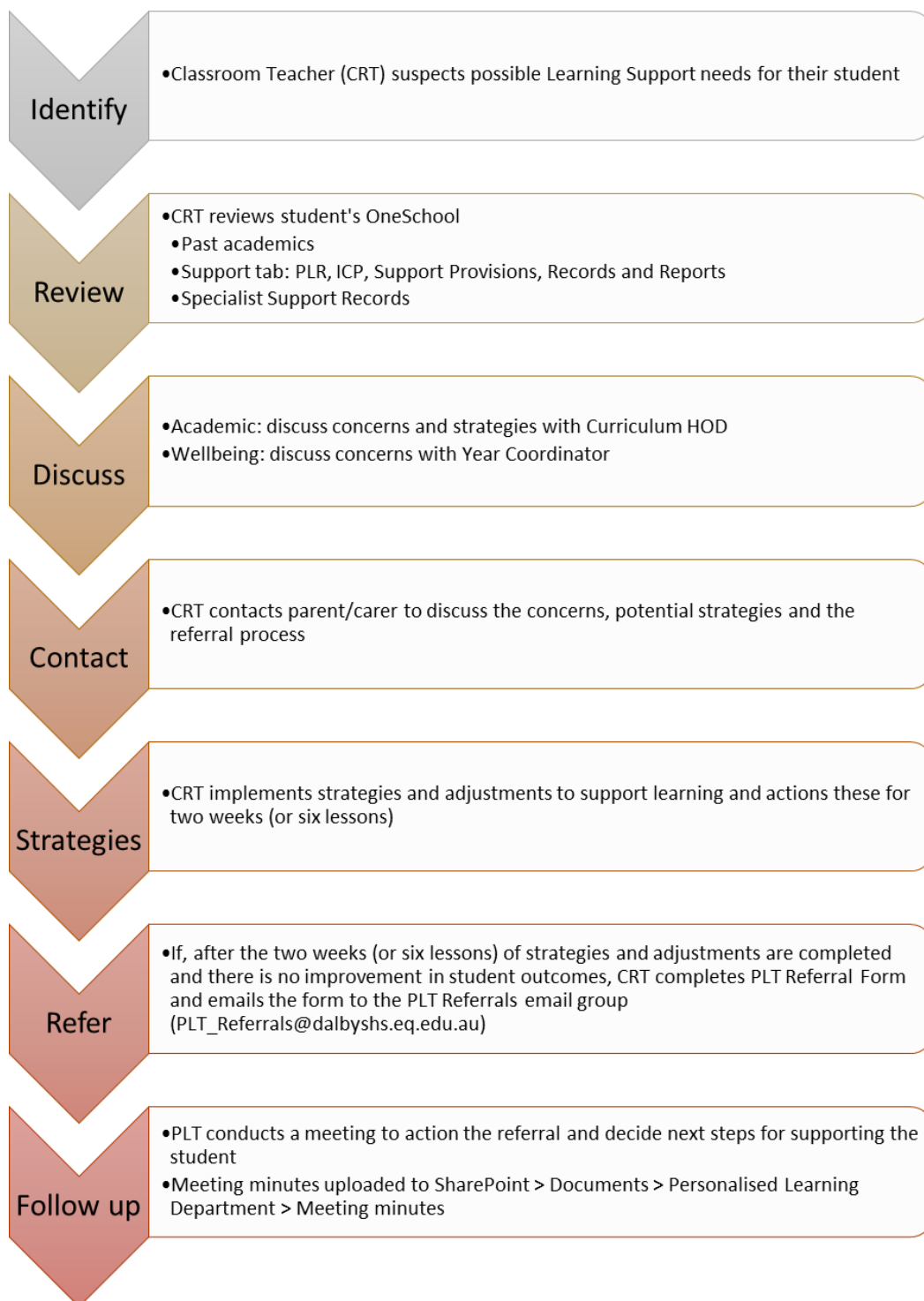


## Appendix 9 – Personalised Learning Referral Flowchart



Dalby State High School

# PERSONALISED LEARNING TEAM FLOWCHART



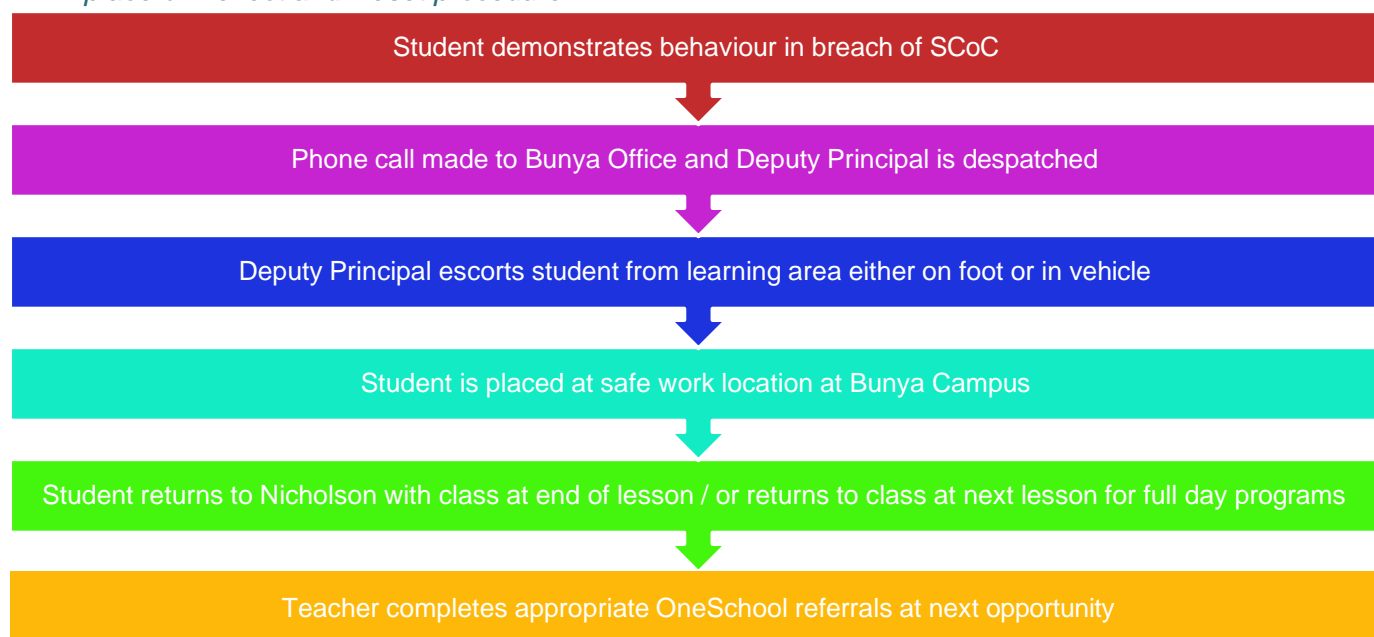
The Personalised Learning Team consists of: Deputy Principal of Equity and Inclusion, Head of Department Personalised Learning, Subject-Area Coordinator of Inclusion, Heads of Year, Guidance Officers, Speech Language Pathologist.

## Appendix 10 – Responsive behaviour strategies for classes engaging in Agricultural Learning at Bunya Campus

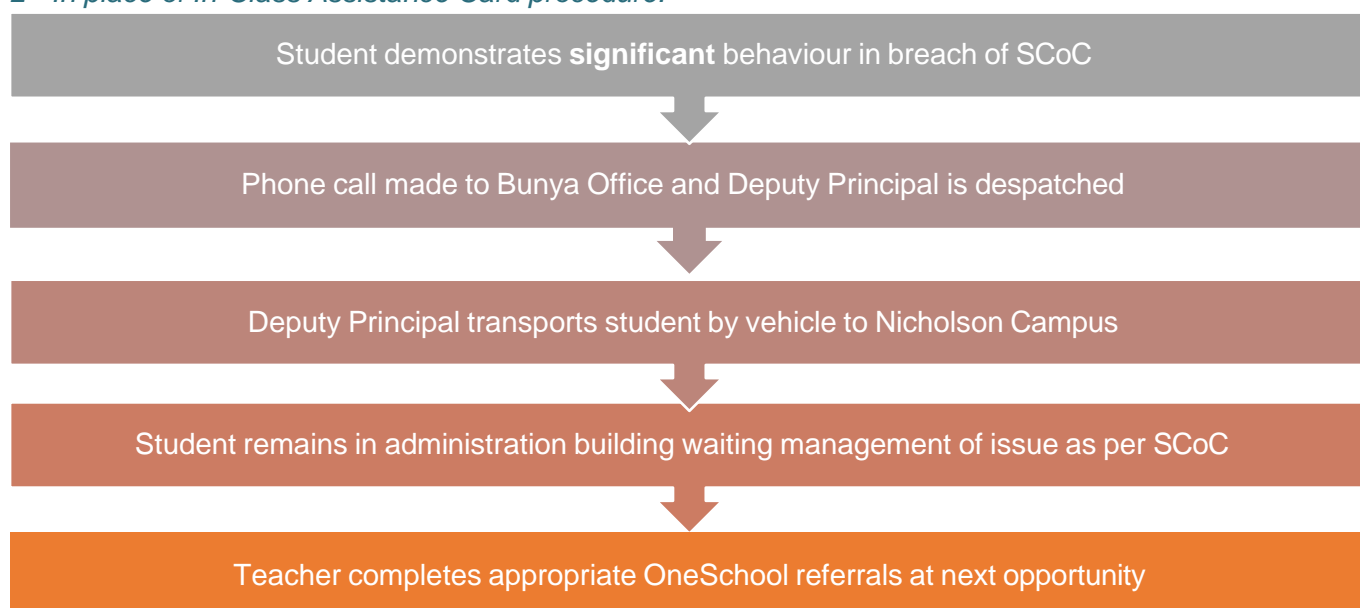
**Context:** The outdoors classroom environment at Bunya Campus, due to its risk and complex learning areas, makes it unsuitable for many of the responsive behaviour strategies included in the school's approved Student Code of Conduct (SCoC) and included Electronic Device Policy (EDP). This appendix includes strategies and processes to be used specifically and only at Bunya Campus where those SCoC strategies are unsuitable.

All staff teaching classes at Bunya Campus will be provided with a school mobile phone which must be carried with them at all times.

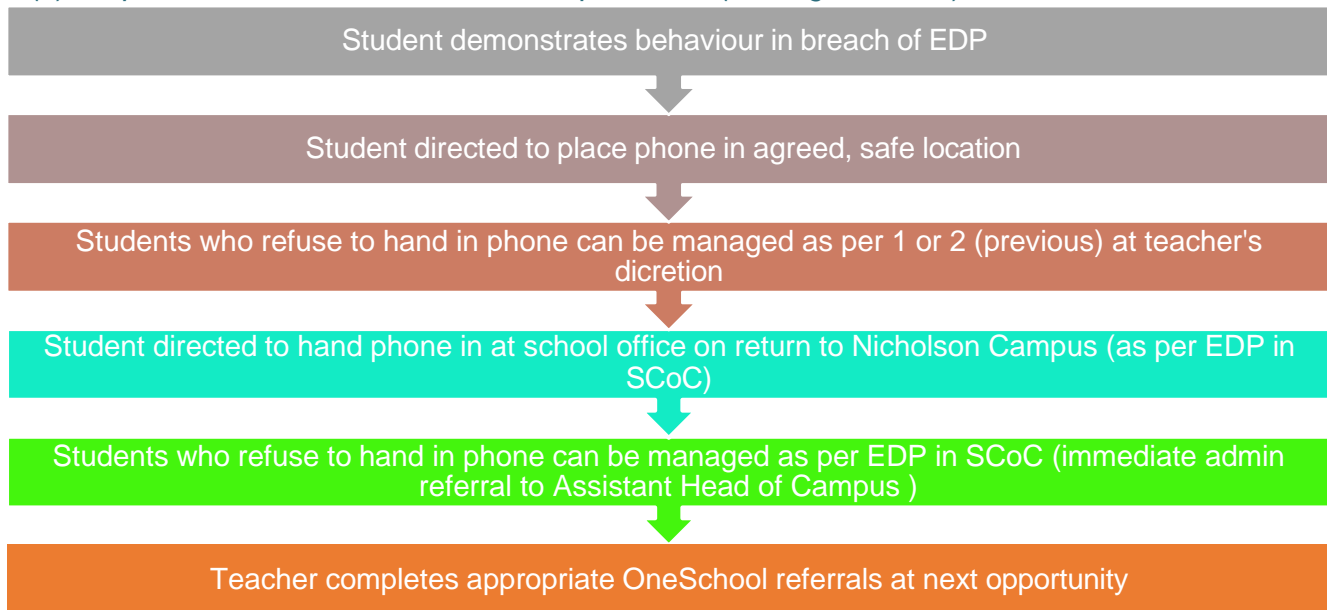
### *1 - In place of Reflect and Reset procedure:*



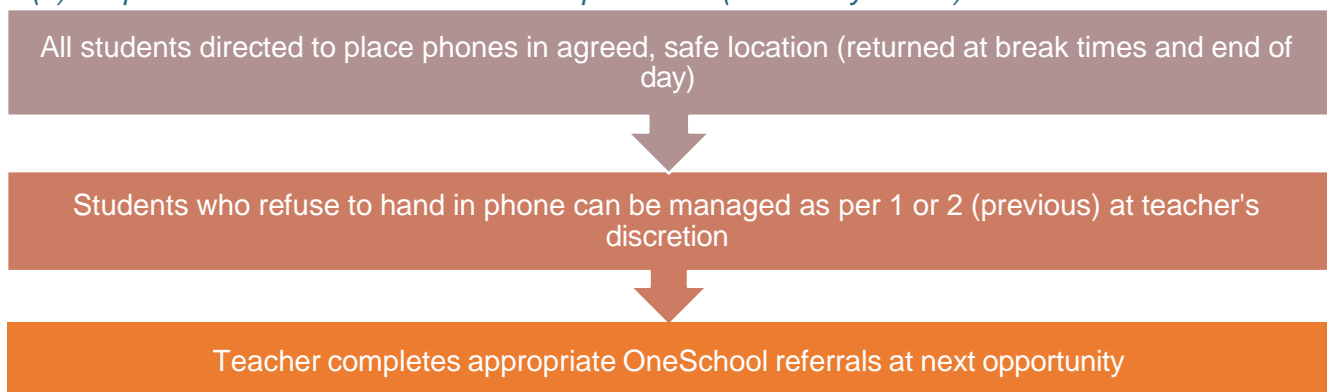
### *2 - In place of In-Class Assistance Card procedure:*



*3 (a) - In place of Electronic Device 'hand in' procedure (for single lessons):*



*3 (b) - In place of Electronic Device 'hand in' procedure (for full day blocks):*



## 2025 Student Incentive Policy

### Rationale

To foster positive behaviour and encourage learning, we aim to establish clear and motivating benchmarks that will empower students to actively engage in extra-curricular activities and school representation. These benchmarks, known as student incentives, are designed to inspire and reward students for their commitment and hard work.

By setting high expectations in areas such as academic performance, school pride, attendance, effort, and behaviour, we are creating an environment that supports every student's growth. This approach ensures that we move closer to achieving our school vision: ***'Creating the future; every student, every day.'*** We believe that with these positive standards, all students will have the opportunity to succeed and contribute meaningfully to the school community.

### Objectives

This policy is designed to:

- ❖ Promote and reinforce positive expectations for students, with a strong focus on commitment to the School's Student Code of Conduct and Enrolment Agreement.
- ❖ Provide students with ample opportunities to succeed and excel in their academic studies.
- ❖ Inspire students to achieve a healthy balance between their academic work and involvement in extra-curricular activities, supporting their overall growth and development.

### School Representation

School Representation refers to any opportunity where students have the privilege to represent their school. This includes activities such as leadership roles, representative sports, sheep showing, musicals, public speaking, non-curriculum excursions, competitions, and performances. These activities encourage students to demonstrate pride in their school and showcase their talents and skills in various areas.

Extra-Curricular activities include any activity which is additional to the core curriculum being delivered. Examples include: special events in and out of school time, school socials or year level events (rewards days/trips), camps that are not curriculum related, additional courses, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs.

### Process

Each week (Tuesday) the YLCs do a full fortnight data capture, of attendance and behaviour to identify students on Tier 2 & Tier 3. YLC's will add to the spreadsheet that will be published on SharePoint ([Student Incentive Policy](#)). Students identified as Tier 2 & Tier 3 will continue to be supported to develop the skills necessary to improve the identified areas for growth listed in the 'Key Criteria' with an emphasis on ongoing development, continued support and opportunities for improvement. ***Special considerations apply; individual circumstances can be considered as appropriate (Deputy Principal, Principal)***

### Key Criteria

- Multiple Major referrals in a fortnight period according to the School's Student Code of Conduct
- School Disciplinary Action (suspension) and/or repeated uniform breaches
- Behaviour which is deemed serious enough by the Principal and which brings the school into disrepute
- Students with outstanding assessment (Curriculum HOD's to inform YLC/HOY and record on OneSchool)
- Senior students must be on track to reach QCE attainment. Any student who is not on track, must be referred to HOD Senior Schooling before participating in any extra curricula activity.
- Students who do not meet a minimum 86% attendance requirement without reasonable justification; **Exception:** Approved Absences, Flexible Learning timetable and/or timetabled variation.

## **End of Term/End of Year Trip Criteria**

- No suspension during the term
- Attendance 90% and above, Exception: Approved Absences and/or timetabled variation (Year Level Target team to analyse absences)
- Students can have up to 3 major referrals and up to 6 minor referrals for the term
- All students are eligible to appeal their attendance/behaviour
- Special considerations apply: individual circumstances can be considered as appropriate (Deputy Principal, Principal)
- Year 12 Formal Policy (see appendix)

## **Monitoring**

Any staff member running an activity that is not curriculum related, needs to check Student Incentive Policy spreadsheet prior to distributing information/letters home. For students with an \* the staff member needs to contact the relevant YLC/HOY as this student may be eligible to appeal due to certain circumstances.

### *Application for Special Consideration*

Students with special considerations who are not on Tier 1, may, with the support of their parent/carer, submit an Application for Special Consideration. This application should be completed if an exceptional or unusual event has affected the student's behaviour or decision-making. The Principal/Deputy Principal will carefully review the application, and the decision will be communicated to the student and their family in writing.

As part of their application for review the student may need to gather information from the following staff:

- CARE class teacher
- Subject teachers
- Collect their attendance data from their YLC
- Case manager: Guidance Officer and/or Deputy Principal (in relation to sensitive topics)

## **Special considerations**

**Students participating in support programs such as Alternative Schooling (e.g., HYBR-ED), Beyond the Broncos, and Clontarf will be evaluated with a focus on their progress in areas such as: attendance, behaviour, and academic growth. These programs are designed to foster positive outcomes in all of these areas.**

**Staff members leading extra-curricular programs may request special considerations from the Principal and/or Deputy Principal to allow a student to continue participating in a specific program. However, during a temporary suspension from representing the school (e.g., assisting a team with tasks like cleaning jerseys or organizing water bottles), the student may be temporarily restricted from active participation in certain activities, such as playing, but will still be encouraged to contribute in other meaningful ways during this period.**

### **Review:**

This policy will be reviewed annually by the School Wide Leadership Team.  
Last review: May 2025 Next review: 1<sup>st</sup> September 2025

## Appendix 12: Sample Letter/Email

Dear \_\_\_\_\_,

After a review of your records, I wish to inform you that you have been identified as not achieving good standing (tier 1) and are therefore ineligible for school representation and extracurricular involvement.

It is our priority that students focus on achieving their best in their academic studies and the DSHS Student Incentive Policy has been implemented as part of our strategies for improving student achievement.

Attached for your information is a copy of the Student Incentive Policy. I ask that you familiarise yourself with this policy and that you set yourself a goal to improve your standing as you prepare for future pathways and a successful career. Specifically, you have not achieved good standing for the following reason/s:

- Attendance
- Late to school
- Dress Code and Personal Presentation
- Behaviour
- Assessment and reporting

This will take effect immediately and remain in place until improvement is demonstrated. If you believe an error has been made or there are special circumstances for your standing, you are able to submit an application for special consideration. This will then be investigated by the Head of Year and a determination will be made in relation to your case. If you have any concerns regarding this notification, please do not hesitate to contact me.

Yours sincerely

Deputy Principal

## Appendix 13: Application for Special Consideration

*This form is to be submitted to the reception in Student Services Hub.*

Student Name: \_\_\_\_\_ CRC Class: \_\_\_\_\_

I understand that representing the school is a privilege and students are invited to represent the school. I wish to apply for Special Consideration to be considered for school representation for the following reason/s:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Student Signature: \_\_\_\_\_ Date : \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent \_\_\_\_\_

Signature: \_\_\_\_\_

Office Use Only	Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>	HOY/HODSS Signature:	Date:
Reasons/Notes				
Master List Updated <input type="checkbox"/>	Appeal document placed on student file			

## Appendix 14: Application for Case Review

Available 4 weeks after receiving a notification of not achieving good standing. Once completed submit to the Year Level Deputy Principal.

Student Name: \_\_\_\_\_ CRC Class: \_\_\_\_\_

Subject Code	Teacher Signature	Effort	Behaviour	Assessment up-to-date	Assessment is of adequate standard
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO
		A B C D E	A B C D E	YES NO	YES NO

Year Level Coordinator: \_\_\_\_\_ Data collection dates: \_\_\_\_\_

Attendance %: _____	Truancy: _____ occasions	Late to School: _____ occasions
Dress Code: _____ infringements	Behaviour Major Referrals: _____	Behaviour Minor Records: _____
SDA: _____	EDP infringements: _____	

Student Signature: \_\_\_\_\_ Period of Data: Week \_\_\_\_\_ to Week \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Office Use Only	Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>	HOY/HODSS Signature: _____	Date: _____
Reasons/Notes			
Master List Updated <input type="checkbox"/>	Appeal document placed on student file		

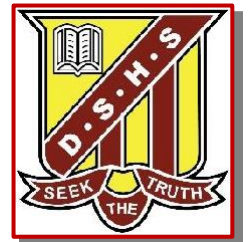


## Appendix 15 – Electronic Device Policy



### Dalby State High School Electronic Device Policy (E.D.P.)

**Effective 2024**



*(Devices covered by this policy include mobile phones, iPods, MP3 players, headphones (wireless or wired), iPads, tablets, laptops, video game devices, smart watches with network capability and any other electronic device as determined by the Principal)*

Dalby State High School has established the following policy for electronic devices that provides teachers, students and parents / guardians guidelines and instructions for the appropriate management of electronic devices when at school.

The policy reflects the importance the school places on students demonstrating the school expectations of Respect, Safety and Learning. In line with these expectations, the school will ensure student learning and well-being are not compromised by the inappropriate use of electronic devices.

#### Classroom Use

- Electronic devices may be accessed by students in classrooms for a specific and agreed educational purpose when explicitly written into the teacher's lesson plan and approved by the relevant Curriculum Head of Department.
- In these instances, devices will be used at the direction of the teacher. No electronic devices can be accessed during exams or for assessment, unless expressly permitted by the Head of Department.
- It is anticipated that teacher directed curriculum activities that require access to an electronic device will be rare.
- Students are free to use a personal laptop that is included in the school's BYOX program; or a school owned electronic device during class time at the discretion of the classroom teacher. Students can use a personal laptop, iPad or tablet as a classroom aid, word processing device but these must not be connected to any network.
- The same conditions for classroom use apply for school excursions and other curriculum activities that involve leaving the school.

#### Playground Use

- Playground use refers to access to electronic devices before school (once a student arrives at school in the morning) and during the three designated breaks during the school day.
- Students are free to use a personal laptop that is included in the school's BYOX program during these times, provided they are situated in the school Library. If the library is not available, an alternate location is to be negotiated with a Head of Year and/or Head of Department.
- No other access to electronic devices is permitted.
- Students are free to access electronic devices at 3.05pm each day, giving them the opportunity to receive messages that may have been left for them during the school day. Electronic devices are not be accessed during after-school detentions.

#### Off Campus activities

- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps. Exemptions or special considerations (where applicable) will be included in the excursion planner.
- Students participating in activities, such as off-site Vocational Education and Training or work replacements must follow the expectations of the organisation in charge regarding the use of mobile devices.

## Misuse of Electronic Devices

Students who breach this policy in '**Classroom Use**' (above) through accessing a device will be managed as follows:

- Students will be directed by staff to report to the school office (student window) where their device will be confiscated. Students will be issued with a receipt. A parent / guardian will be required to collect the device.
- If a student has a device confiscated for a second time in a given week, they will be referred by office staff (student window) to the relevant Head of Year for either after-school detention/s or suspension from school as per the Student Code of Conduct.
- If a student refuses to hand in their device to the school office (student window) then they will automatically receive after-school detention/s or a suspension from school as per the Student Code of Conduct.
- Students who persistently fail to follow the E.D.P will be referred to Heads of Year for follow up. This follow up may include after-school detentions or suspensions from school as per the Student Code of Conduct.

Students who breach this policy in '**Playground Use**' (above) through accessing a device will be managed as follows:

- Students will be directed by staff to report to the school office (student window) where their device will be confiscated for the remainder of the day.
- If a student refuses to hand in their device to the school office (student window) they will be referred by office staff (student window) to the relevant Head of Year for either after-school detention/s or suspension from school as per the Student Code of Conduct.
- Students will be issued with a receipt when they hand their device in to the school office (student window). Students will also use their receipt to claim their device at the end of the school day.
- If a student has a device confiscated for a second time in a given week, a parent / guardian will be required to collect it. Parent / guardian will be contacted via text message to collect the electronic device.
- Students who persistently fail to follow the E.D.P will be referred to the relevant Head of Year for follow up. This follow up may include suspensions from school as per the Student Code of Conduct.

**Consequences will be proportionate and equitable and take into consideration the individual circumstances of each student.** Students may be enrolled in an eSmart program to complete a Digital Licence or similar course.

Students who breach this policy can also be subject to additional intervention and consequences under the Student Code of Conduct:

- Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their electronic devices. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Students must not place images / words on the internet which have a negative impact on the good standing of the school or its staff and students.
- Students must not damage school owned electronic devices. There will be significant consequences if this occurs. This may include suspensions from school as per the Student Code of Conduct.

**When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of the students and/or staff members involved.**

## Other Key Information

- Students may hand their electronic device into the Student Window, or the Trade Training Centre (bus students only) for safe keeping on arrival to school and then collect it again at the completion of the school day. Students will be issued with a receipt when they hand their device in to the Student Window or Trade Training Centre. Students will also use their receipt to claim their device at the end of the school day.
- Students **may** use an electronic device to make an EFTPOS payment at the Tuckshop within the assigned payment zone. Payments can also be made in the Resource Centre using their electronic device.

- Parents / guardians / students who have documentary support from the student's primary health care professional are able to apply for a **Medical Variation** to this policy (see Medical Variation document). This variation will provide students with a formalised **Medical Variation Plan** which outlines the conditions under which they can access an electronic device during the school day (see Medical Variation Plan document). This access will be unique to each student and will at no stage be 'free access' to an electronic device. Parents / guardians / students wishing to use this process should communicate with the Principal through the school office.
- A student's Medical Variation Exemption will be documented in the student's One School Support Provisions tab by the Student Services Administration Officer. This information will also be provided in the supervision summary folder for Relief Teachers.
- Parents / guardians are able to leave messages for their students on their electronic devices during the school day, but need to be aware that these will not be accessed until 3.05 pm. Critical and / or emergency messages can be phoned through the school office on 07 4669 0900 and these will be passed on to students.
- At no point is the Principal or any school staff permitted to unlock an electronic device or to read, copy or delete messages stored on the device, without the consent of a parent / guardian.

### **Liability**

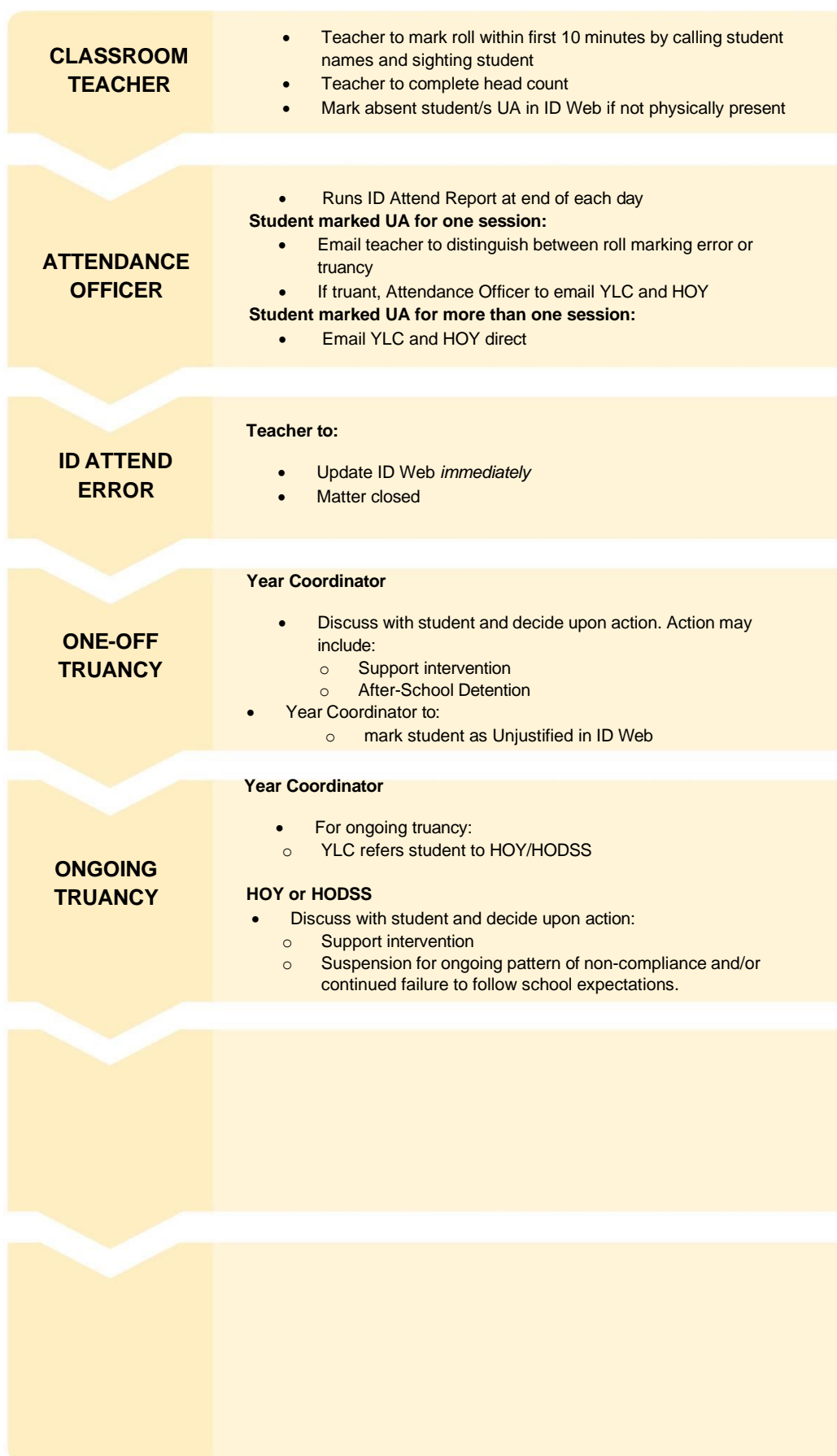
- Electronic devices are brought to school at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. When they are at the Student Window or the Trade Training Centre (bus students only) through voluntary handing in or at the school office through confiscation, the school takes responsibility for any loss, theft or damage.

(This policy has been developed in accordance with Department of Education School Management Policies and Procedures: *Student Code of Conduct*, *Student Discipline* and *Temporary Removal of Student Property by School Staff*, <https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/Pages/student-use-of-mobile-devices.aspx>)

## Appendix 16 – Truancy Flowchart

### TRUANCY DEFINED...

A student does not arrive at your lesson **however** has been at school for roll marking and/or other lessons during the school day.



## Appendix 17 – Dalby State High School Recognition Awards

Dalby State High School celebrates our students outstanding achievements towards their studies, through our Academic Awards Ceremonies.

These ceremonies happen on three occasions during the year:

- Semester 1 Academic Awards Ceremony (Term 3)
- Annual Awards Ceremony (Term 4)
- Semester 2 Academic Awards Ceremony (Term 1 the following year)

Award Categories				
Award Name	Year Level	GPA Gold Standard	GPA Silver Standard	Ceremony
Academic Excellence	7, 8, 9, 10	$\geq 4.7$	$\geq 4.5$	<ul style="list-style-type: none"> <li>• Semester 1 Ceremony</li> <li>• Annual Awards Ceremony</li> <li>• Semester 2</li> </ul>
Academic Excellence	11 and 12 ATAR eligible students	$> 4.6$	$\geq 4.2$	<ul style="list-style-type: none"> <li>• Semester 1 Ceremony</li> <li>• Annual Awards Ceremony</li> <li>• Semester 2</li> </ul>
Academic Recognition	11 and 12 non-ATAR and non-VET Pathway students	$> 4.6$	$\geq 4.2$	<ul style="list-style-type: none"> <li>• Semester 1 Ceremony</li> <li>• Annual Awards Ceremony</li> <li>• Semester 2</li> </ul>
VET Recognition	Years 11 and 12 VET programs of study (3 QCAA subjects and certificate courses)	$\geq 4.6$	$\geq 4.2$	<ul style="list-style-type: none"> <li>• Semester 1 Ceremony</li> <li>• Annual Awards Ceremony</li> <li>• Semester 2</li> </ul>
ACE	7, 8, 9, 10	$\geq 4.7$	$\geq 4.5$	<ul style="list-style-type: none"> <li>• Semester 1 Ceremony</li> <li>• Semester 2</li> </ul>
ACE	11 and 12 (non-VET students)	$> 4.6$	$\geq 4.2$	<ul style="list-style-type: none"> <li>• Semester 1 Ceremony</li> <li>• Semester 2</li> </ul>
Academic Improvement	7-11 (GPA improvement of 0.4)			• Semester 2 Ceremony

### Parameters for Awards:

#### Academic Excellence/Recognition Award

- GPA calculation uses a 5-point scale. LOA standards are converted to a number (A=5, B=4, C=3, D=2, E=1, N=0) added, averaged and rounded to 1 decimal place.
- If a student has an N grade, they are removed from the GPA calculation. In consultation with Deputy Principal the Year Coordinator and Head of Year will assess the reason for N grade and determine if award is given or removed
- D standard or lower in Years 11 or 12 make a student ineligible for an Academic Excellence/Recognition Award

#### ACE (Attitude and Conduct towards Education) Award

- Both Effort and Behaviour results are used to calculate a 5-point GPA (See above for how GPA is calculated)
- Standards that are Satisfactory or lower in either Effort or Behaviour make a student ineligible for an ACE award
- In consultation with Year Level Deputy Principal, the Year Coordinator or Head of Year can override the GPA calculation to either give or remove an award

#### VET Recognition Award

- One GPA is calculated using LOA, Effort and Behaviour results (see above for how GPA is calculated)
- Standards that are satisfactory or lower in LOA, Effort or Behaviour make a student ineligible for a VET Recognition Award

## Appendix 18 – Behaviour Management Matrix

It is not possible to list all forms of supports or possible unacceptable behaviour within this SCOC. Any activity which contravenes our core values of Respect, Safety and Learning is prohibited at Dalby State High School.

The following information outlines types of behaviours that are unacceptable at Dalby State High School and the possible consequences which may result.

Dalby State High School staff utilise the 10 Essential Skills for Classroom Management for Minor Behaviour Breaches.

**MINOR BEHAVIOUR BREACHES** are those which breach the Student Code of Conduct and are generally dealt with by the classroom teacher or witnessing teacher. Repeated breaches that are similar will be dealt with by Heads of Year.

Examples of Unacceptable Behaviour Include:	Possible consequences	Initiated by
<ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Late to class</li> <li>Littering</li> <li>Inappropriate use of books or Planner</li> <li>Eating food in class/ Chewing gum</li> <li>Disrupting the teaching and learning process during lessons</li> <li>Low level inappropriate language</li> <li>Uniform infringements</li> <li>Inappropriate use of personal technology devices at school</li> <li>Rocking on chairs</li> <li>Unsafe behaviours</li> <li>Possession of non-dangerous prohibited items (glass water bottles, Nikko pens etc)</li> </ul>	<ul style="list-style-type: none"> <li>10 Essential Skills for Classroom Management</li> <li>Reminder of classroom expectations</li> <li>Redirection/verbal correction</li> <li>Seating plans</li> <li>Reflect and Reset</li> <li>Tasks related to playground duty</li> <li>Contact with parents</li> <li>Detention</li> <li>Temporary removal of a student's property</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher/ witnessing teacher</li> </ul>
<p>Ongoing and escalating behaviours and other minor behaviour examples outlined below may be dealt with by the Classroom Teacher or they may be referred to the Head of Year (HOY). ALL referrals for year 7 students should be sent to the year 7 HOY. ALL major referrals for year 8 students should be sent to the year 8 HOY. All major referrals for year 9 students should be sent to the year 9 HOY. Major referrals for senior students should be sent to the HOD Student Support (Senior). These referrals may be dealt with by these staff, or they may be redirected to the <b>Year Level Coordinator</b>, HOD <b>Curriculum</b> (corresponding colours below). Those not highlighted would be dealt with by HOY.</p>		
<ul style="list-style-type: none"> <li><b>Harassment</b></li> <li><b>Dress Code e.g. Repeated uniform, hair, makeup and/or jewellery transgressions</b></li> <li><b>Lateness to school</b></li> <li><b>Lateness to class (see late to class policy)</b></li> <li><b>Disruption e.g. Ongoing and escalating examples of disrupting the teaching and learning process</b></li> <li><b>Falsifying documents e.g. permission notes</b></li> <li><b>Persistent failure to be prepared for class</b></li> <li><b>Workplace Health and Safety Breaches</b></li> <li><b>Academic misconduct e.g. Non submission of assessment items and/or Plagiarism</b></li> <li>Repeated defiance of teacher directions or non-compliance with teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Contact with parent</li> <li>Lunchtime or after-school detention</li> <li>Restitution</li> <li>Reflect and Reset</li> <li>Withdrawal from class or activity</li> <li>Loss of privileges</li> <li>Reminder of expectations</li> <li>Reminder of classroom expectations</li> <li>Redirection/verbal correction</li> <li>Seating plans</li> <li>Tasks related to playground duty</li> <li>Temporary removal of a student's property</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher or witnessing teacher</li> <li><b>Year Level Coordinator</b></li> <li><b>Head of Department Curriculum</b></li> </ul>

<ul style="list-style-type: none"> <li>• Ongoing and escalating behaviours (referrals from YLC)</li> <li>• Persistent low level inappropriate language (swearing)</li> <li>• High level inappropriate language (swearing) (not directed at a staff member)</li> <li>• Truancy e.g. out of school and/or out of class</li> <li>• Student out of bounds</li> <li>• Rocking on chairs</li> <li>• Throwing items</li> </ul>		
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**MAJOR BEHAVIOUR BREACHES** are those that significantly violate the rights of others to learn and be safe.

This level of behaviour may result in detentions, restitution or suspension from the school or other high-level consequences. Major behaviours are those behaviours that are referred to the Head of Year. These may then be redirected to YLC, DP or P depending on their severity. The investigating officer reserves the right to select appropriate responsive strategies in accordance with relevant Legislation and Regulations and in consultation with the Principal and Deputy Principal. Incidents requiring investigation will be conducted by the Year Level Coordinator, Heads of Year or Deputy Principal. This process will require students to complete an incident statement or a witness statement. All parental contact will be documented in OneSchool. Individual circumstances will be taken into account for all incidents.

**Key:**

- D = Detention (school hours)
- ASD = After School Detention
- SDA = School Discipline Absence (Suspension)

Examples of Major Behaviour Breaches	Possible responsive strategies may include:		
Behaviour	Serious	Very serious	Extremely serious
<b>Aggressive Behaviours</b>			
<b>Abusive language – towards students</b> <ul style="list-style-type: none"> <li>• Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>• ASD 3 days</li> </ul>	<ul style="list-style-type: none"> <li>• SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>• SDA 5 – 10 days</li> </ul>
<b>Abusive language – towards staff</b> <ul style="list-style-type: none"> <li>• Persistent high level inappropriate language (swearing) and / or high-level inappropriate language (swearing) directed at a staff member.</li> </ul>	<ul style="list-style-type: none"> <li>• SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>• SDA 5 – 10 days</li> </ul>	<ul style="list-style-type: none"> <li>• SDA 11 – 20 days</li> <li>• Exclusion may be recommended</li> </ul>
<b>Fighting</b> <ul style="list-style-type: none"> <li>• Student is involved in mutual participation in an incident involving physical violence.</li> </ul>	<ul style="list-style-type: none"> <li>• SDA up to 10 days</li> </ul>	<ul style="list-style-type: none"> <li>• SDA up to 20 days</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion may be recommended</li> </ul>
<b>Physical aggression</b> <ul style="list-style-type: none"> <li>• Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</li> </ul>	<ul style="list-style-type: none"> <li>• SDA up to 10 days</li> </ul>	<ul style="list-style-type: none"> <li>• SDA up to 20 days</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion may be recommended</li> </ul>
<b>Bullying</b> <ul style="list-style-type: none"> <li>• Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</li> <li>• Student intentionally engages in cyberbullying to intimidate, threaten, or abuses other students or members of the school community that impact upon the school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Restitution</li> <li>• Mediation</li> <li>• Withdrawal from class/playground</li> <li>• SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Restitution</li> <li>• Mediation</li> <li>• Withdrawal from class/playground</li> <li>• SDA 6-10 days</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Restitution</li> <li>• Mediation</li> <li>• Withdrawal from class/playground</li> <li>• SDA 11-20 days</li> <li>• Exclusion recommended</li> </ul>

<b>Harassment</b> <ul style="list-style-type: none"> <li>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</li> <li>Inciting violence, threats of violence or encouraging others to behave inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 6-10 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion recommended</li> </ul>
<b>Property misconduct</b>			
<b>Property misuse causing risk to others</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>ASD 3 afternoons</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>SDA up to 5 days</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>SDA 6-10 days</li> <li>Restitution</li> <li>Exclusion may be recommended</li> </ul>
<b>Property damage</b> <ul style="list-style-type: none"> <li>Student participates in an activity that results in destruction, damage or disfigurement of property.</li> </ul>	<ul style="list-style-type: none"> <li>SDA up to 5 days</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>SDA 6-10 days</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Restitution</li> <li>Exclusion may be recommended</li> </ul>
<b>Theft</b> <ul style="list-style-type: none"> <li>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</li> </ul>	<ul style="list-style-type: none"> <li>SDA up to 5 days</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>SDA 6-10 days</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Restitution</li> <li>Exclusion may be recommended</li> </ul>
<b>Disturbance to school and/or Disruption to learning</b>			
<b>Disruption</b> <ul style="list-style-type: none"> <li>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>ASD 2 afternoons</li> <li>Referral to curriculum HOD</li> <li>Referral to CPST</li> </ul>	<ul style="list-style-type: none"> <li>SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 6-10 days</li> <li>SDA 11-20 days</li> </ul>
<b>Technology violation</b> <ul style="list-style-type: none"> <li>Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</li> <li>Recording / disseminating material through text, image, internet etc</li> <li>Directly or indirectly defaming/denigrating staff/students Including use of a carriage service/posting of offence material including Cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>Electronic device confiscated and student to collect from office.</li> <li>ASD</li> </ul>	<ul style="list-style-type: none"> <li>Electronic device confiscated and parent to collect from office</li> <li>Withdrawal of user rights for determined period</li> <li>SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>Electronic device confiscated and parent to collect from office</li> <li>Withdrawal of user rights for determined period</li> <li>SDA 6-20 days</li> <li>SDA 11-20 days</li> </ul>
<b>Truancy</b> <ul style="list-style-type: none"> <li>Out of class - Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</li> <li>Out of School - Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</li> <li>Escalation to repeated and continual lateness or absence for one or more schedule classes without permission or appropriate reason.</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> <li>D/ASD</li> </ul>	<ul style="list-style-type: none"> <li>Support intervention</li> <li>Parent contact</li> <li>ASD</li> <li>SDA up to 5 days for repeated truancy</li> </ul>	<ul style="list-style-type: none"> <li>Interagency intervention</li> <li>SDA 6-20 days</li> <li>SDA 11-20 days</li> <li>Cancellation of enrolment for students enrolled in non-mandatory schooling</li> </ul>
<b>Disrespect</b> <ul style="list-style-type: none"> <li>Student intentionally delivers socially rude or dismissive messages to adults or students.</li> </ul>	<ul style="list-style-type: none"> <li>D/ASD</li> </ul>	<ul style="list-style-type: none"> <li>SDA 5-10 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion may be recommended</li> </ul>
<b>Defiance</b> <ul style="list-style-type: none"> <li>Student refuses to follow directions given by school staff.</li> <li>Escalation to repeated and ongoing refusal to follow directions given by school staff</li> </ul>	<ul style="list-style-type: none"> <li>D/ASD</li> </ul>	<ul style="list-style-type: none"> <li>SDA 5-10 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion may be recommended</li> </ul>
<b>Refusal to participate in the education program of the school</b> <ul style="list-style-type: none"> <li>Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</li> </ul>	<ul style="list-style-type: none"> <li>Referral to curriculum HOD</li> <li>Intervention including detentions or withdrawal to complete and submit work</li> <li>Parent contact</li> </ul>	<ul style="list-style-type: none"> <li>Intervention including detentions or withdrawal to complete and submit work</li> <li>Parent contact</li> </ul>	<ul style="list-style-type: none"> <li>Seniors-cancellation of enrolment may be recommended.</li> </ul>



Regulated, Prohibited or Illegal Substances			
<b>Substance misconduct involving illegal substances</b> <ul style="list-style-type: none"> <li>Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. Including vapes and e-cigarettes</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> <li>D/ASD</li> <li>Referral to SBYHN</li> <li>SDA up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 5-10 days</li> <li>Police contact</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion may be recommended</li> </ul>
<b>Substance misconduct involving tobacco and other legal substances</b> <ul style="list-style-type: none"> <li>Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> <li>D/ASD</li> <li>Referral to SBYHN</li> </ul>	<ul style="list-style-type: none"> <li>SDA 5-10 days</li> <li>Police contact</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion may be recommended</li> </ul>
<ul style="list-style-type: none"> <li>Energy Drinks</li> </ul>	<ul style="list-style-type: none"> <li>Confiscated</li> <li>Letter home</li> </ul>	<ul style="list-style-type: none"> <li>Health Education Program with SYBHN</li> </ul>	
Causing/risking physical harm to self or others			
<b>Use/possession of weapons</b> <ul style="list-style-type: none"> <li>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</li> </ul>			<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion may be recommended</li> <li>Police contact</li> </ul>
<b>Use/possession of combustibles</b> <ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Confiscation of item</li> <li>D or ASD</li> </ul>	<ul style="list-style-type: none"> <li>Confiscation of item</li> <li>D or ASD</li> <li>Parent contact</li> <li>SDA 5 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 6-20 days</li> </ul>
Malicious acts towards students or staff			
<b>Bomb Threat/False Alarm</b> <ul style="list-style-type: none"> <li>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosions</li> </ul>		<ul style="list-style-type: none"> <li>SDA 11-20 days</li> </ul>	<ul style="list-style-type: none"> <li>Exclusion recommended</li> </ul>
Academic			
<b>Academic misconduct</b> <ul style="list-style-type: none"> <li>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</li> </ul> <b>Falsifying documents</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Referral to curriculum HOD</li> </ul>		
Acts, or publication of material, that brings the school into disrepute in the wider community and/or potentially or actually brings discredit to the school or public schools generally			
<ul style="list-style-type: none"> <li>This includes publication of, or participating in acts of public nuisance, riding without a helmet or other acts, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Dalby State High School and where a connection to the school can be determined.</li> </ul>	<ul style="list-style-type: none"> <li>ASD</li> </ul>	<ul style="list-style-type: none"> <li>SDA 5-10 days</li> </ul>	<ul style="list-style-type: none"> <li>SDA 11-20 days</li> <li>Exclusion recommended</li> </ul>
<b>Other - charge-related suspension</b> <ul style="list-style-type: none"> <li>Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</li> </ul>			<ul style="list-style-type: none"> <li>Exclusion recommended</li> </ul>

**\*Note** - Behaviour referrals resulting in 5–10-day suspensions will be dealt with by a HOY. Behaviour referrals resulting in 10+ day suspension will be dealt with by a Deputy. The officer in charge of the suspension will run the re-entry meeting, preferably one day prior to student re-entry.