

# Sunnybank State High School

Student Code of Conduct

2025-2028



## Purpose

All students have a right to access and receive a quality education. Sunnybank State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. A learning environment where all members feel, safe, accepted and valued; where social and academic learning opportunities are provided for students to engage in quality learning experiences and acquire values which support lifelong learning and wellbeing; and where behaviour expectations are defined, taught, modelled and reinforced. Students are encouraged to focus on their goals by taking every opportunity offered to them through or schools the many ways to excellence focus.

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised and where all members of the community are able to participate positively within the school community.

## Contact Information

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Contact Person:	Ms Carmen Anderson (Principal)

## Endorsement

Principal Name:	Carmen Anderson
Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	Ben Archbold
P/C President and-or School Council Chair Signature:	
Date:	

## Principal's Foreword

At Sunnybank, our school vision is – A community where we aspire, grow and achieve. As a school we continue to ensure that our school motto 'Many ways to excellence' is brought to life through quality learning opportunities in academic, sporting, cultural, arts, International and extension programs.

As a learning community we value and respect everybody's right to learn and support our student's commitment to a successful future by the embedding of our school wide expectations of Respect, Responsibility and Readiness into our school learning culture every day.

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

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

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All areas of Sunnybank State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour Learning (PBL).

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Sunnybank State High School to create and maintain a positive and productive learning and teaching environment. This ensures all school community members have clear and consistent expectations and understandings of their role in the educational process. For this reason, all policies and procedures in this Student Code of Conduct aim to build and strengthen relationships between all members of the school community (students, parents, staff and other local community stakeholders).

Student behaviour is guided by our school motto “Many Ways to Excellence”. The school vision and values assist us to 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. Our teaching and learning environment at Sunnybank State High School is underpinned by the following values of:

- Respect
- Responsibility
- Readiness

The school expectations of respect, responsibility and readiness are the foundation of the Positive Behaviour Learning framework in our school.

Sunnybank State High School’s proactive approach is achieved through a school-wide Positive Behaviour Learning framework which is based on our school’s values of:

- **Respect**      We demonstrate respect when we behave in a considerate and well- mannered way.
- **Responsibility**      We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.
- **Readiness**      We demonstrate readiness when we are willing and prepared to participate in our schooling.

At Sunnybank State High School we believe that everyone has the right to maximise the opportunities available to them and to feel safe during each school day. Therefore, everyone must accept responsibility to ensure this right. This plan provides for all activities where students are representing our school, travelling to and from school events and when wearing the school uniform.

### Multi-Tiered Systems of Support

Sunnybank State High School is a Positive Behaviour for Learning (PBL) school which utilises a multi- tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour support. This integrated model provides a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving approach and a strong PBL framework, intervention is supported by a multi-tiered intervention system tailored to the identified needs of individual students.

Tier	Prevention Description
<b>Universal</b>	<p><b>All students</b> in the school receive support for their behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>▪ teaching behaviours in the setting they will be used</li> <li>▪ being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>▪ providing refresher lessons and targeted recognition throughout the school year so skills are ready, and likely to be used when students need them</li> <li>▪ asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
<b>Targeted</b>	<p>Targeted instruction and supports for <b>some students</b> are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school’s student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>▪ there is a clear connection between the skills taught in the interventions and the school-wide expectations</li> <li>▪ interventions require little time of classroom teachers and are easy to sustain</li> <li>▪ variations within each intervention are limited</li> <li>▪ interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul>

<b>Intensive</b>	<p>Individualised services for <b>few students</b> who require the most intensive support the school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Assessment) and should include strategies to:</p> <ul style="list-style-type: none"> <li>▪ PREVENT problem behaviour</li> <li>▪ TEACH the student an acceptable replacement behaviour</li> <li>▪ REINFORCE the student's use of the replacement behaviour</li> <li>▪ MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>
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### Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we give proper consideration to relevant human rights, including each student's rights to education. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation.

Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child.

Parents can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

### Student Wellbeing

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

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

#### **Policy and expectations**

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

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

Specialised health needs - Sunnybank State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

**Medications** - Sunnybank State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner. Sunnybank State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the School's first aid kit to provide emergency first aid medication if required.

**Mental health** - Sunnybank 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** - Sunnybank State High School staff who notice suicide warning signs in a student will 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 the student in the first instance, and where necessary provide first aid. In all other situations, Sunnybank 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 Sunnybank State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected. Where a suicide has occurred on school grounds or at a school event, Sunnybank State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

### Student Services Support Network

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

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

Role	What they do
Deputy Principal	Leads Student Support Network to promote an inclusive, positive school culture. monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. assists students with specific difficulties, acting as a mediator or providing information on other life skills. liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
PBL Coach	Oversees and coordinates the ongoing implementation and management of Positive Behaviour for Learning (PBL) framework. monitors student behaviour data and instigates whole-school intervention.
School-Based Youth Health Nurse	Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>▪ healthy eating and exercise</li> <li>▪ relationships</li> <li>▪ personal and family problems</li> <li>▪ feeling sad, worried and angry</li> <li>▪ sexual health</li> <li>▪ smoking, alcohol and other drugs.</li> </ul>
Head of House	Responsible for student welfare in House. Provide continuity of contact for students and their families throughout the six years of schooling. Ensures students feel safe and comfortable and want to come to school. Nurtures a sense of belonging to the year level and the school.
Youth Support Coordinator	Provides individual and, at times, group support to students to assist their engagement with education and training. supports students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>▪ attendance at school</li> <li>▪ drug and alcohol support needs</li> <li>▪ suspension/exclusion/referral for behaviour support</li> <li>▪ QCE/learning support</li> <li>▪ relationships/social skills</li> <li>▪ conflict with family/peers/teachers</li> <li>▪ social/emotional/physical wellbeing.</li> </ul>
HOSES	Coordinates transition (student with disability) to secondary for students moving from Year 6 to Year 7 and transitioning after graduation. Monitors student attendance data, arranges intervention. Liaises with all stakeholders to support students who require additional support for learning and wellbeing. Coordinates with parents/carers, students, staff and external. Provides to support diverse learners.
School Chaplain	Promotes student wellbeing, particularly through the provision of pastoral care. Has an educative role in the areas of beliefs, values, morals, and ethics. Works as part of the School Support Team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.
International Coordinator	Coordinates the International student program and promotes an inclusive, positive school culture. Monitors international student's attendance, behaviour and academic data to identify areas of additional need.

It is also important for students and parents to understand there are regional and statewide departmental support services as well as community based agencies that are also available to supplement the school network. Parents who would like more information about the student support roles and responsibilities and available support services are invited to contact the school and speak to your child's year level Deputy Principal.

## Whole School Approach to Discipline

Sunnybank State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms, programs, playgrounds, interactions and activities offered through the school, including sporting activities and excursions. PBL is an evidence-based framework used to:

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

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

Our plan respects the rights and responsibilities of all members of our school community and outlines their role in the educational process whilst ensuring consistency and fairness for all. The development of the Sunnybank State High School Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. The following table outlines Sunnybank State High School Rights and Responsibilities for key stakeholders as part of our PBL framework:

RIGHTS	RESPONSIBILITIES
<p><b>All members of our school community have the right to:</b></p> <ul style="list-style-type: none"> <li>▪ Be respected and recognised as an individual</li> <li>▪ Be treated with fairness, courtesy and respect</li> <li>▪ Work in a clean, safe and respectful environment.</li> <li>▪ Be guided and supported through opportunities to improve their skills, abilities and experiences.</li> <li>▪ Feel safe, respected, healthy and valued.</li> <li>▪ Be proud of their individual and collective achievements.</li> <li>▪ Have personal property respected by others.</li> </ul>	<p><b>All members of our school community are expected to:</b></p> <ul style="list-style-type: none"> <li>▪ Value difference and diversity, recognising the unique attributes, skills and abilities of others.</li> <li>▪ Treat others with fairness, courtesy and respect.</li> <li>▪ Demonstrate personal actions that contribute to a clean, safe, respectful and responsible school environment.</li> <li>▪ Participate fully in all learning opportunities and strive to develop their skills, abilities and positive behaviours.</li> <li>▪ Act in a safe, non-threatening and non-violent manner.</li> <li>▪ Respect the property of others and the school.</li> <li>▪ Follow all school policies and procedures.</li> </ul>
STUDENTS	
<p><b>Students have the right to:</b></p> <ul style="list-style-type: none"> <li>▪ Receive high quality teaching and learning</li> <li>▪ Learn without disruption</li> <li>▪ Be informed about their progress and receive constructive feedback to improve their skills, abilities and behaviours.</li> <li>▪ Respectfully raise concerns in an appropriate forum and at an appropriate time.</li> </ul>	<p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>▪ Attend school every day and participate fully in their educational program.</li> <li>▪ Respect all staff by following directions.</li> <li>▪ Take ownership for their own learning and behaviour.</li> <li>▪ Participate in a manner that respects the rights of others to learn.</li> <li>▪ Behave and dress in a way that displays pride in their appearance, uniform and shows respect for themselves and their school.</li> <li>▪ Seek and act on feedback to continually improve their skills, abilities and behaviours.</li> </ul>
PARENTS/CAREGIVERS	
<p><b>Parents/caregivers have the right to:</b></p> <ul style="list-style-type: none"> <li>▪ Expect quality education for their student(s).</li> <li>▪ Be informed about their student's social and academic progress at school.</li> <li>▪ Expect that their student will have the opportunity to participate fully in their educational program.</li> <li>▪ Be informed of any educational or behavioural difficulties</li> <li>▪ Be afforded the opportunity to engage appropriately in their student's education and decision making.</li> <li>▪ Raise school related concerns in an appropriate manner with administration.</li> </ul>	<p><b>Parents/caregivers are expected to:</b></p> <ul style="list-style-type: none"> <li>▪ Monitor and commit to their student's academic and social performance, growth and development.</li> <li>▪ Ensure that their student attends on every school day, provides an explanation for each absence and provides medical certification for missed assessment.</li> <li>▪ Ensure that their student brings materials required for learning.</li> <li>▪ Actively participate in their student's education, working collaboratively with the school to achieve the best outcomes for their student.</li> <li>▪ Initiate and maintain constructive communication and relationships with staff regarding their student's learning and wellbeing behaviours.</li> </ul>

## STAFF

### Staff have the right to:

- Provide quality education in a safe, supportive and respected environment
- Be supported to develop their personal and professional skills and abilities
- Feel valued and supported as a professional within the school community
- Cooperation and support from students and parents/caregivers.

### Staff are expected to:

- Ensure high quality organisation and planning to provide relevant and challenging educational opportunities for students that align with the school's pedagogical framework.
- Assess, report and provide feedback on student learning.
- Create and maintain safe, supportive and respectful learning environments.
- Foster positive and productive relationships with students, families and communities.
- Commit to professional growth and development whilst supporting other staff with their learning.
- Model professional behaviour and attire at all times.
- Adopt school wide practices to promote consistency across the school.

## PBL Expectations

The Sunnybank PBL mission is to build a positive school behaviour culture through proactive whole-school systems, which explicitly define, teach and support students to develop positive behaviours. A common language is utilised by students, staff and community to discuss behaviour, values and expectations. The focus of prevention of behaviour incidents is guided by regular behaviour data analysis, goal setting and the implementation of proactive strategies by the PBL team. This allows teachers to maximise learning time, improve overall student outcomes and ensure that students have the skills and behaviours to be a productive member of the community.

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) HIGH EXPECTATIONS in place for students, Respect, Responsibility and Readiness.

These HIGH EXPECTATIONS look like:

### Respect

We demonstrate respect when we behave in a considerate and well-mannered way.

### Responsibility

We demonstrate responsibility when we are accountable for ourselves, our belongings and our environment.

### Readiness

We demonstrate readiness when we are willing and prepared to participate in our schooling.

SUNNYBANK STATE HIGH SCHOOL HIGH EXPECTATIONS MATRIX			
Time or Place	RESPECT	RESPONSIBILITY	READINESS
ALL SETTINGS	<ul style="list-style-type: none"> <li>• Follow all staff instructions immediately</li> <li>• Respect yourself and others</li> <li>• Anticipate politely and respectfully to others at all times</li> <li>• Respect the personal space and privacy of others</li> <li>• Respect the privacy of others. Keep hands, feet and other objects to yourself, including respecting others' equipment and belongings – "hands off"</li> <li>• Treat all property with respect</li> <li>• Respect your school environment</li> <li>• Leave your area tidy and clean</li> <li>• Respect boundary areas</li> <li>• Value the diversity and culture within our community</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a manner that upholds and promotes the positive reputation of the school</li> <li>• Be honest and take responsibility for your words and actions</li> <li>• Follow all school policies and procedures</li> <li>• Report behaviours, accidents or safety concerns to staff immediately</li> <li>• Maintain an environment that is safe and non-threatening</li> <li>• Stairwells and corridors to be used for transitions only</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind to everyone</li> <li>• Attend school every day</li> <li>• Be in the right place at the right time</li> <li>• Wear your uniform correctly and with pride</li> <li>• Ready to try to improve on your personal best</li> <li>• Be ready for your learning by attending, actively participating and engaging in all school activities</li> <li>• Discourage inappropriate behaviour</li> <li>• Return required forms and payments on time</li> </ul>
LEARNING SPACES	<ul style="list-style-type: none"> <li>• Respect the rights of others to learn and teach</li> <li>• Raise hand when you need to speak</li> <li>• Help off in school buildings</li> <li>• Obtain teacher's permission to leave the classroom, note in diary and return promptly</li> <li>• Use all equipment correctly</li> <li>• Food and drink (water excluded) are to remain in school bags</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others to participate without interruption</li> <li>• Be on time and prepared for all classes – bring necessary equipment</li> <li>• Follow set classroom routines</li> <li>• All mobile phones and personal electronic devices to be switched off and out of sight (unless directed by a teacher for educational purposes)</li> <li>• Take pride in my learning by attempting all work to the best of my ability</li> </ul>	<ul style="list-style-type: none"> <li>• Lined up outside of classroom by second bell</li> <li>• Be prepared for learning with your diary, workbook and pen</li> <li>• Be ready for class by removing your hat, headphones and placing your phone out of sight</li> <li>• Meet all assessment, draft and completion, timelines</li> <li>• To be open to constructive feedback</li> </ul>
TRANSITIONS (movement to and from classes)	<ul style="list-style-type: none"> <li>• Respectfully move throughout the school with minimal disturbances</li> <li>• Keep to the left when using pathways/stairwells</li> </ul>		<ul style="list-style-type: none"> <li>• Move toward class on the first bell</li> </ul>
ASSEMBLY	<ul style="list-style-type: none"> <li>• Sit quietly in designated area and listen attentively</li> <li>• Show respect for peers and staff by applauding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Turn off and put away all electronic devices</li> <li>• Removes hat</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time and seated ready for the start of the assembly</li> </ul>
CANTEEN	<ul style="list-style-type: none"> <li>• Pay for all items you select</li> <li>• Line up in a sensible manner and wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Only be in the area if you are buying food</li> </ul>	<ul style="list-style-type: none"> <li>• Be ready to pay when required</li> </ul>
TOILETS/BATHROOMS	<ul style="list-style-type: none"> <li>• Respect the privacy of others</li> <li>• Treat facilities with respect; use toilets and wash basins appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Report vandalism/damage immediately to Student Services</li> <li>• Practice good hygiene by washing your hands</li> </ul>	<ul style="list-style-type: none"> <li>• Move toward class on the first bell</li> <li>• Report to detentions</li> <li>• Wait quietly and in line for your turn</li> </ul>
GROUNDS/OVALS	<ul style="list-style-type: none"> <li>• Eat food in appropriate areas and place rubbish in bins</li> </ul>	<ul style="list-style-type: none"> <li>• Share equipment/space and allow others to participate in activities</li> </ul>	
OFFICE & STAFFROOMS	<ul style="list-style-type: none"> <li>• Show courtesy and respect to others through words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Ball games played only on ovals/courts</li> <li>• Non-contact games/sport only to be played</li> <li>• Follow sign in and sign out process</li> </ul>	
DEFENTION			
IN COMMUNITY/EXCURSIONS/ TO AND FROM SCHOOL	<ul style="list-style-type: none"> <li>• Always wear correct school uniform unless otherwise stated</li> <li>• Respect the community by following all traffic laws and make safe choices using designated pathways and crossings</li> </ul>	<ul style="list-style-type: none"> <li>• Uphold school positive reputation by displaying the school's SPI's in the community</li> <li>• Follow school procedures signing in and out</li> <li>• Follow transport Code of Conduct – pay fares</li> </ul>	<ul style="list-style-type: none"> <li>• Return permission forms and make payments on time</li> <li>• Come on time and prepared for excursion</li> </ul>
CYBERSPACE & SOCIAL MEDIA	<ul style="list-style-type: none"> <li>• Report any unsafe online behaviour to Year Coordinators or DPs</li> <li>• View and send only appropriate messages and information</li> <li>• Only post images and words that will enhance yours and the school community's digital footprint</li> </ul>	<ul style="list-style-type: none"> <li>• Protect your identity and be safe with those you interact with</li> <li>• Follow Social and Digital Media User Agreement signed on enrolment</li> <li>• Keep your password secret</li> </ul>	<ul style="list-style-type: none"> <li>• Label, save and back up work</li> <li>• Stay on task when using technology</li> <li>• Follow laws and site policies</li> </ul>

## Differentiated and Explicit Teaching

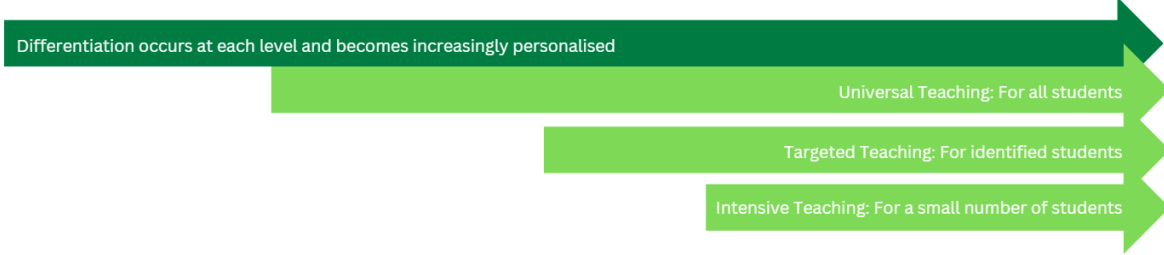
Sunnybank SHS is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback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

Teachers at Sunnybank State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to our differentiation, as illustrated in the diagram below. The three layered model is applied the same whether being used for academic and pedagogy or behaviour. Tier 1 is universal explicit teaching and reinforcing for all students, Tier

2 is targeted teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.


A set of behavioural expectations in specific settings has been attached to each of our school high expectations. The high expectations teaching matrix below outlines specific behavioural expectations in school and community settings. It is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.




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To support the expectations matrix, we implement key processes to teach, reinforce and manage student behaviour on an ongoing basis. The intent of the key processes is to ensure that students are provided a transparent and consistent approach to the management of their behaviour within the classroom and school community. These processes include:

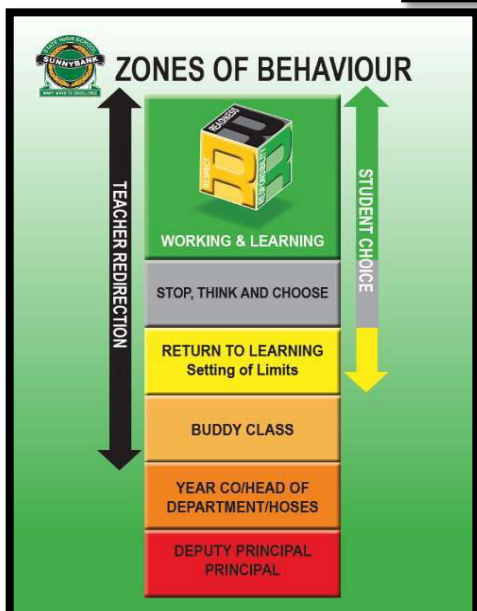
**Classroom Expectations** - Outline to students how to act respectfully, responsibly and ready when entering the classroom, during instruction and when exiting the classroom.



## CLASSROOM EXPECTATIONS



ENTRY	CLASS	EXIT
<p style="text-align: center; font-weight: bold;">WHAT IT LOOKS LIKE</p> <ul style="list-style-type: none"> <li>Arrive on time to class</li> <li>Wait quietly in 2 straight lines with required equipment including your diary, workbook and pen</li> <li>Hats removed and put away</li> <li>Enter room as directed by the teacher and take designated seat</li> <li>Ensure mobile phones and headphones are turned off and out of sight</li> </ul> <p style="text-align: center; font-weight: bold;">IF YOU ARE LATE...</p> <ul style="list-style-type: none"> <li>Get your equipment out, knock and then wait at the door</li> <li>Provide a late slip if you are coming from Student Services</li> </ul>	<p style="text-align: center; font-weight: bold;">WHAT IT LOOKS LIKE</p> <ul style="list-style-type: none"> <li>Follow teacher directions</li> <li>Write the learning goal into your workbook</li> <li>Use polite and respectful language</li> <li>Stay on tasks and do your best work all lesson</li> <li>Raise your hand to ask and answer questions</li> <li>Remain seated unless discussed with your teacher</li> <li>Gain permission and an out of class pass in your diary/movement log to exit the classroom</li> </ul>	<p style="text-align: center; font-weight: bold;">WHAT IT LOOKS LIKE</p> <ul style="list-style-type: none"> <li>Ensure all homework is written into your diary</li> <li>Pack up all materials</li> <li>Return all furniture and equipment</li> <li>Leave the floor clean and free of rubbish</li> <li>Wait quietly for teacher direction to leave the classroom</li> </ul>



**Zones of Behaviour** - This explicit model consistently guides both students and staff through the reinforcement and management of expected behaviours. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind and re-teach the expected school expectation. Staff then support the student to change their behaviour so that it aligns with Sunnybank's high expectations.



# ZONES OF BEHAVIOUR STUDENT GUIDE

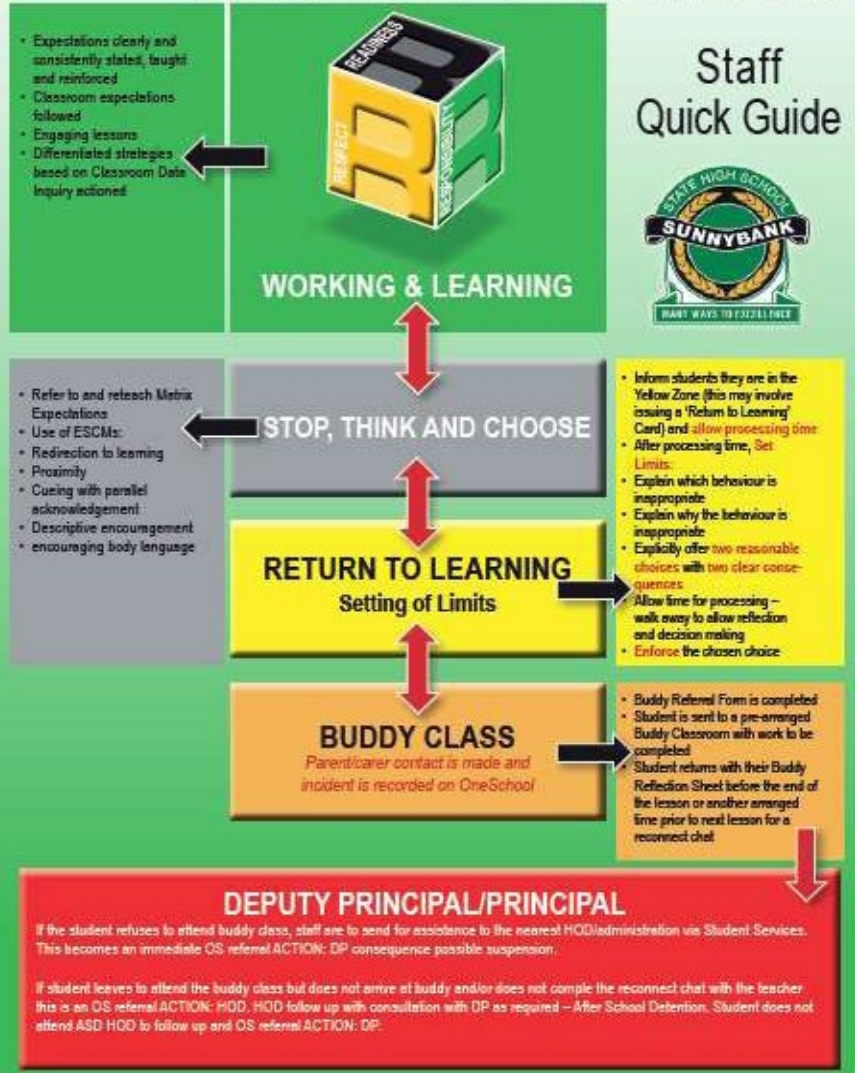


Behaviour	Zone	Outcome
I have <b>CHOSEN</b> to demonstrate: • Respect • Responsibility • Readiness	<b>WORKING &amp; LEARNING</b>	Staff will give <b>positive reinforcement</b> such as: • verbal/nonverbal praise • VIVO points • postcard home • positive behaviour referral • phone call home
I have <b>CHOSEN</b> to: • be off task • show a lack of regard for expectations in either the classroom, school grounds or the community	<b>STOP, THINK AND CHOOSE</b>	Staff will • inform me that I am in the Grey Zone • remind and reteach me the school expectations Staff may also: • Give a detention • Contact home.
I have <b>CHOSEN</b> to: • not correct my behaviour after being retaught expectations by staff • refuse to engage with the learning or expectations of the school environment	<b>RETURN TO LEARNING</b> Setting of Limits	Staff will: • inform me that I am now in the Yellow Zone • manage my behaviour by setting limits • take additional actions to support the correction of my behaviour as needed
I have <b>CHOSEN</b> TO: • <b>CONTINUALLY</b> refuse to comply with classroom and/or school expectations	<b>BUDDY CLASS</b>	Staff will: • complete a Buddy Referral Form and direct me to a buddy class with work to be completed • take additional actions to support the correction of my behaviour as needed • Home will be contacted I will: • complete my work and engage in a reconnect chat with my teacher at the end of the lesson or another prearranged time
I have <b>CHOSEN</b> to: • <b>NOT</b> engage in staff directed intervention processes.	<b>YEAR CO/HEAD OF DEPARTMENT/HOSES</b>	Staff will: • refer me to a HOD/HOSES or Year Coordinator who will manage behaviour by either: • Admin detention • After school detention • Other consequences outlined in the SSHS Student Code of Conduct • Home will be contacted
I have <b>CHOSEN</b> to: • engage in behaviours considered major breaches of SSHS Student Code of Conduct	<b>DEPUTY PRINCIPAL/PRINCIPAL</b>	I will: • have my behaviour managed by a Deputy Principal and/or Principal • have potential consequences including suspension or exclusion

TEACHER REDIRECTION

STUDENT CHOICE

# ZONES OF BEHAVIOUR



### School Wide Positive Recognition Initiatives

At Sunnybank, communication of our key behavioural expectations is supported through reinforcement, which provides students with feedback and recognition for engaging in expected school behaviour. A formal recognition system which includes reinforcement initiatives has been implemented. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and recognition. These include:

- Verbal and nonverbal acknowledgment
- Sunnybucks
- Communication with parent/carer
- Positive postcards home
- Reward Days
- Attendance Awards
- Semester Academic Awards
- Leadership Roles

A supportive school community where students learn in an environment that is physically, socially and psychologically safe has always been a priority at Sunnybank. Within this community we recognise the complex relationships that exist among:

- students
- parents and care givers
- staff
- volunteers
- school community

Processes and procedures for upholding Sunnybank's Student Code of Conduct are defined in terms of the interlocking roles and relationships among:

- Support Personnel including Teacher Aides, other non-teaching staff - Chaplain, School Based Police Officer, Youth Support Coordinator, Administration Staff, School Nurse and external agency staff.
- Teachers
- Heads of House
- Heads of Departments/Head of Special Education Services
- Guidance Officers
- Deputy Principals
- Principal

### Targeted Intervention

Each year a small number of students are identified through data analysis as needing additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and targeted teaching is provided to help them achieve success.

Targeted teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Targeted teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Development and implementation of targeted support is team based and aims to develop strategies that assist students to prevent or minimise the occurrences of identified behaviours. Targeted behaviour support may occur around a specific setting, issue, student or group of students.

Some students in this targeted group are case managed. They attend their normal scheduled classes and activities with appropriate adjustments as required. However they have increased daily opportunities to receive positive contact with adults, additional support from them and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

At Sunnybank State High School, the Wellbeing Enquiry Process (WIP) forms part of the targeted approach. WIP works as a case management process underpinned by the inquiry cycle. Analysis of fortnightly cohort data is discussed by the WIP team and appropriate action and allocation of individual student case management is implemented, monitored and/or reviewed. WIP are a school-based team with active administrator engagement, key staff support and whole school staff communication and alignment.

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

### Intensive Intervention

Students whose behaviour does not improve, after targeted teaching, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Legislative Delegations

### Legislation

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

### Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

## Disciplinary Consequences

The disciplinary consequences model used at Sunnybank 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 re-teaching, expectations reminders, corrective feedback, positive reinforcements and sanctions 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 re-teaching, expectations reminders, corrective feedback, positive reinforcements and sanctions 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 Faculty Head of Department, Head of House or Deputy Principal for determination of a disciplinary consequence.

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

## Minors and Majors Explained

At Sunnybank State High School we make systematic efforts to prevent inappropriate or unacceptable behaviour by consistently teaching and reinforcing expected behaviours. When behaviour incidents occur, it is important that consequences are transparent. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent, equitable and proportionate to the nature of the behaviour.

Ensuring consistent responses to problem behaviour at Sunnybank State High School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member.

**Behaviour incidents** are recorded on OneSchool. **Minor behaviours** are those that are minor breaches of the school expectations and are generally dealt with by the supervising staff member at the time that it happens. Repeated breaches of similar behaviour will be referred for further action. **Major behaviours** are those that significantly violate the rights of others to learn and be safe.

<b>Major and Minor Behaviour Matrix</b>				
OneSchool Category	Definition	Minor/ Major	Behaviour Examples	Minor = Teacher response / intervention Major = HOD or DP response / intervention
<b>Abusive language</b>	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Including threatening or intimidating written, verbal or non-verbal communication.	<b>Minor</b>	Use of abusive language in conversation that is non-threatening and indirect Mutual use of directed abusive language between students	Classroom Zones of Behaviour Verbal correction Lunchtime detention Phone call home
		<b>Major</b>	Use of abusive language that is threatening and directed towards staff and/or students i.e. racial slurs; sexually explicit communication/conduct; derogatory swearing, inappropriate gestures	Deputy Principal
<b>Bomb Threat/ False Alarm</b>	<b>SSHS staff are not to use this OneSchool category</b>			
<b>Bullying</b>	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.	<b>Major</b>	The <b>repeated, persistent and deliberate</b> behaviour from one student to another as defined by ongoing behaviours in other categories (harassment, disrespect, abusive language) and not limited to a single category	Head of House (depending on severity) Deputy Principal
<b>Defiance</b>	Student refuses to follow directions given by school staff. Deliberate refusal to adhere to school routines, policies, procedures and staff instructions. Includes leaving class/school grounds without permission.	<b>Minor</b>	Truancy a lesson Refusing to move to an allocated seat Being in an out of bounds area Not being prepared for learning with all required equipment Leaving class without permission Late to class Refusal to attend detention	Classroom / Supervising Staff Member Zones of Behaviour Zones of Behaviour Phone call home Detention Targeted use of ESCMs Buddy Class
		<b>Major</b>	Refusal to follow buddy class processes Persistent minor behaviours that do not desist after repeated teacher intervention. Leaving school grounds without permission Repeatedly not attending scheduled Admin/HOD detentions Leaving school grounds without permission Not following instructions from any member of staff to cease behaviour/conduct that has been determined as unsafe Refusing staff instructions to hand in phone for confiscation when in breach of the mobile phone policy Persistent pattern of Refusing to participate in an activity or event as instructed Repeated incidents of late to class despite differentiated responses	Classroom related behaviours = HOD Curriculum CREW referral IBSP Contact home Lunchtime/After School detentions  Playground related behaviours = Head of House  Deputy Principal
<b>Disrespect</b>	Student intentionally delivers socially rude or dismissive messages to adults or students.	<b>Minor</b>	An isolated instance of minor socially rude or dismissive messages to adults or students that does not involve abusive language Verbal or nonverbal mimicking of a student or staff member Using or giving incorrect names to staff Walking away whilst being spoken to by a staff member (inc. "whatever")	Classroom Zones of Behaviour Phone call home Targeted use of ESCMs

		<b>Major</b>	Persistent incidents of socially rude or dismissive messages to adults or students, despite repeated differentiated responses, that does not involve abusive language	Classroom related behaviours = HOD Curriculum Playground related behaviours = HOH Deputy Principal
<b>Fighting</b>	<b>SSHS staff are not to use this OneSchool category</b>			
<b>Disruption</b>	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.	<b>Minor</b>	Inappropriate, non-related comments Talking to friends; calling out Repeated noise – i.e. tapping pencils Throwing objects – i.e. wads of paper, pencils Out of seat behaviour	Classroom Zones of Behaviour Phone call home Detention Targeted use of ESCMs Buddy Class
		<b>Major</b>	Persistent minor behaviours that do not desist after repeated teacher intervention. includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour, despite differentiated responses to behaviour.	Curriculum related behaviours = HOD Curriculum Non-curriculum related events = Deputy Principal
<b>Dress Code</b>	Student wears clothing that is not within the dress code guidelines defined by the school – specifically banned clothing items	<b>Major</b>	Facial piercings Denim Leggings Incorrect footwear	Deputy Principal
<b>Harassment</b>	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.	<b>Minor</b>	Isolated incident of the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics	Classroom / Supervising Staff Member Formal apology (verbal or written) Mediation Phone call home Detention Head of House = Playground
		<b>Major</b>	Repeated pattern of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Deputy Principal
<b>Physical aggression</b>	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.	<b>Minor</b>	Play the escalates to physical aggression (without injury) Mutually playful pushing or barging that is considered to be inappropriate physical contact in the school Accidental knocking into another student due to the above.	Classroom / Supervising Staff Member/HOD Zones of Behaviour Phone call home Detention Targeted use of ESCMs Head of House = Playground
		<b>Major</b>	Pushing/slapping/punching/kicking/biting/hair pulling/spitting/scratching/tripping/tackling with the intent to cause harm. Includes physical aggression to all members of the SSHS community and also plants and animals. Students who incite or organise violence or violent acts	Deputy Principal
<b>Academic misconduct</b>	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. Includes refusal to complete assigned tasks; non-submission of assessable items.	<b>Minor</b>	Any of the examples that constitutes a major incident example, demonstrated by the student at the draft or formative assessment level	HOD Curriculum
		<b>Major</b>	Student cannot provide evidence that the work submitted is their own work. Examples include cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism, use of AI Bots. Refusal to complete assigned tasks; non-submission of assessable items.	HOD Curriculum in reference to SSHS Assessment Policy
<b>Falsifying documents</b>	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.	<b>Major</b>	Forging of caregiver's signature on notes, Forging of Senior sign off clearance documents. Use of mobile phone messaging system to communicate messages from parents/carers	HOD Curriculum
<b>Property misuse causing risk to others</b>	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.	<b>Minor</b>	Property misuse that does not cause injury, but is unsafe e.g. Throwing an object around a classroom (inside or outside; lunch breaks included), swinging/rocking on chair, rocking desks, inappropriate drawing on surfaces (including self)	Classroom Zones of Behaviour Phone call home Detention Targeted use of ESCMs Buddy Class Head of House = Playground
		<b>Major</b>	Property misuse that causes injury to others, intentional or un-intentional Throwing objects e.g. furniture/equipment Providing SSHS uniform to an intruder	Curriculum related behaviours = HOD Curriculum Non-curriculum related events = Deputy Principal
<b>Property damage</b>	Student participates in an activity that results in destruction, damage or disfigurement of property.	<b>Minor</b>	Unintentional damage caused to property	Classroom / Supervising Staff Member Zones of Behaviour Zones of Behaviour

				Phone call home Head of House = Playground
		<b>Major</b>	Intentional damage to another's property Vandalism to school property that inhibits or changes its intended use or appearance. e.g. Breaking a chair, desk, school device	Deputy Principal
<b>Refusal to participate in the educational program of the school</b>	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school	<b>Minor</b>	Non-completion of class work Failure to participate in class activities - isolated incidents	Classroom / Supervising Staff Member Zones of Behaviour Phone call home Detention
		<b>Major</b>	Failure to submit assessment Ongoing refusal to participate in class activities	Classroom /Supervising Staff member HOD Curriculum Deputy Principal
<b>Substance misconduct involving tobacco and other legal substances</b>	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. This includes vapes and being under the influence of prohibited substances.	<b>Minor</b>	Caffeinated "Energy" Drinks	Classroom / Supervising Staff Member Hand in to Student Services Head of House = Playground
		<b>Major</b>	Possession and/or use of legal drugs/substances	Deputy Principal
<b>Substance misconduct involving illegal substances</b>	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. This includes being under the influence of prohibited substances.	<b>Major</b>	Possession of illegal drugs/substances Possession of illegal drug/substances paraphernalia Selling of illegal drugs/substances	Deputy Principal
<b>Technology violation</b>	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.	<b>Minor</b>	Use of mobile phone, headphones or smartwatches during class time Student has mobile phone in sight or headphone device in/on ears – responds to teacher re-direction to put away, or student takes to the office. Playing computer games. Forcefully tapping keyboards or slamming mouse	Classroom / Supervising Staff Member Zones of Behaviour Phone call home Detention Targeted use of ESCMs HOD Curriculum
		<b>Major</b>	Refuses to take mobile phone or headphone device / Bluetooth device to the office. Recording members of SSHS community Fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Deputy Principal
<b>Theft</b>	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<b>Minor</b>	Taking other student's possession and hiding it causing distress to the owner	Classroom / Supervising Staff Member Zones of Behaviour Phone call home Detention Targeted use of ESCMs Head of House = Playground
		<b>Major</b>	The removal of another person's or school owned property without permission and without intent to return the item. School owned property refers to any item that is purchased by the school for all students to have access to.	Deputy Principal
<b>Truancy (out class)</b>	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. and unauthorised absence)	<b>Minor</b>	Truancy a lesson Walking out of class without permission	Classroom/Supervising Staff Member HOD Curriculum
		<b>Major</b>	Truancy multiple lessons on a row or truancy on school grounds over multiple lessons in a single day A pattern of lesson truancy across several days/weeks	Deputy Principal
<b>Truancy (out of school)</b>	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. and unauthorised absence).	<b>Minor</b>	Leaving school grounds without permission (class time)	Deputy Principal
<b>Use/possession of combustibles</b>	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).	<b>Minor</b>	Possession of aerosol cans	Classroom / Supervising Staff Member Hand in to student services Head of House = Playground
		<b>Major</b>	Lighters / Matches Firecrackers Petrol / Lighter Fluid Use of aerosol cans	Deputy Principal
<b>Use/possession of weapons</b>	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<b>Major</b>		Deputy Principal
<b>Other – charge-related suspension</b>	SSHs staff are not to use this OneSchool category			

## Zones of Behaviour Staff Support Document

Zone	Behaviour	Staff Actions
<b>WORKING AND LEARNING</b> <b>Respect</b> <b>Responsibility</b> <b>Readiness</b>	<p>In this level, students are in a designated seating plan, on task and no disciplinary action is required.</p> <p>Students are demonstrating the 3 R's <b>Respect, Responsibility and Readiness</b> by meeting the Matrix expectations and following Classroom Routines.</p> <p><u>OR</u></p> <p>Students are demonstrating the 3 R's <b>Respect, Responsibility and Readiness</b> within the school grounds and the community.</p>	<p>Positive reinforcement of appropriate behaviours and positive achievements could include:</p> <ul style="list-style-type: none"> <li>Verbal/non-verbal reinforcement</li> <li>VIVO points</li> <li>Post card home</li> <li>Phone call/ email/ letter to parents acknowledging and reinforcing positive behaviours</li> <li>Access to preferred activity</li> <li>Tangible reinforcers eg. sticker, stamp</li> </ul> <p><b>NB: VIVO points are to be administered every lesson</b></p>
<b>STOP, THINK AND CHOOSE</b>	<p>In this level, student/s may be off task, or have shown a lack of regard for expectations in either the classroom, school grounds or the community. Student/s have the opportunity to correct their behaviour through the <b>re-teaching of school expectations</b> and support from the teacher. Inappropriate behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> <li>Lateness to class</li> <li>Uniform infringements</li> <li>Minor disruption and/or disengagement to teaching and learning</li> <li>Inappropriate language (indirect)</li> <li>Inappropriate use of digital devices</li> <li>Minor harassing behaviours towards students/staff</li> <li>Eating/drinking in classrooms</li> <li>Minor Workplace Health and Safety incidents</li> <li>Littering</li> </ul>	<p>Staff initiated actions need to include the <b>explicit re-teaching of expectations and the use of ESCMs</b>.</p> <p><b>ESCMs:</b></p> <ul style="list-style-type: none"> <li>-Cueing with parallel acknowledgement</li> <li>-Descriptive encouraging</li> <li>-Body language encouraging</li> <li>-Proximity</li> <li>-Redirection to learning</li> </ul> <p>Further actions may also include:</p> <ul style="list-style-type: none"> <li>Adjusting of seating plan</li> <li>Referral to Expectations Matrix and Classroom Routines</li> <li>Student assigned to accompany teacher on playground duty / lunch break detention</li> <li>Contact with parents</li> </ul> <p>Note: Some major behaviours may be referred immediately to Admin</p>
<b>RETURN TO LEARNING</b>  <b>Setting of Limits</b>	<p>In this level, student/s have chosen not to correct their behaviour after being re-taught expectations and given support from the teacher to do so. Student/s are refusing to engage with the learning or expectations of the school environment.</p> <p>Non-compliance/not following the program of instruction may include but is not limited to:</p> <ul style="list-style-type: none"> <li>Continual disruption to teaching and learning</li> <li>Repeated harassing behaviours towards students/staff</li> <li>Habitual lateness to class</li> <li>Repeated uniform infringements</li> <li>Refusal to follow instructions including digital devices</li> <li>Continual eating/ drinking littering in learning areas</li> <li>Ongoing minor Workplace Health and Safety incidents</li> </ul>	<p>Explain which behaviour is inappropriate</p> <p>Explain why the behaviour is inappropriate</p> <p>Explicitly offer two reasonable choices with two clear consequences (setting of limits)</p> <p>Allow time for processing</p> <p>Enforce the chosen consequence</p> <p>Further to this the teacher should also make Parent/Carer contact.</p> <p>Additional actions may include:</p> <ul style="list-style-type: none"> <li>Lunch break detentions</li> <li>Student/s assigned to accompany teachers on playground duty</li> <li>Instructing student/s to hand digital devices into Student Services</li> <li>Commencement of an in-class monitoring/support program</li> <li>Resolution meeting (which may include parents/carers)</li> <li>Peer mediation or restorative conference</li> <li>Checking the student/s One School record for patterns of behaviour</li> </ul> <p>If a pattern of behaviour, <b>in a subject</b>, is identified (including multiple buddy class) and re-teaching of the expectations and/or repeated applications of the above actions produce no improvement in the student's behaviour, this is a OS referral ACTION: HOD FYI:DP</p> <p>If a pattern of behaviour, <b>across subjects</b>, is identified (including multiple buddy class) and re-teaching of the expectations and/or repeated applications of the above actions produce no improvement in the student's behaviour, this is a OS referral ACTION: DP FYI: Year Co.</p> <p><b>Minimum teacher actions required prior to referral:</b></p> <ul style="list-style-type: none"> <li>Consequence with class teacher</li> <li>Phone call or email to parent/carers</li> </ul> <p>All actions for each incident to be FYI to HOD and recorded in OneSchool Note: Some major behaviours may be referred immediately to Admin</p>
<b>BUDDY CLASS</b>	<p>In this level student/s have CONTINUALLY refused to comply with staff limits and classroom/school expectations.</p> <p>Repeated/continual inappropriate student behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> <li>Ongoing disruption to teaching and learning following explicit setting of limits</li> <li>Repeated non compliance</li> <li>Ongoing inappropriate language (indirect)</li> <li>Workplace Health and Safety infractions</li> </ul>	<p>Using a Buddy Referral Form the student is sent to a pre-arranged buddy classroom with work to be completed. Student to attend designated buddy class, complete expected work, and to reconnect with teacher either 5 minutes before the end of class or another arranged time prior to next lesson.</p> <p>Teacher is expected to reinforce behavioural expectations during reconnect, record the incident on One School and make contact with the parent/ carer.</p> <p>The referring teacher may also implement the following actions:</p> <ul style="list-style-type: none"> <li>Resolution meeting, potentially involving parent/carers</li> <li>Referral to/consultations with HOD/HOSES</li> <li>Initiate classroom/ playground plans</li> <li>Restitution</li> </ul>

		<p>Involvement of support staff if a pattern of behaviour is evident Loss of privileges eg. Reward days Consider referral for assessment/ specialist/ interagency support</p> <p>If the student <b>refuses to attend buddy class</b>, staff are to send for assistance to the nearest HOD/administration via Student Services. This becomes an immediate OS referral ACTION: DP consequence possible suspension.</p> <p>If student <b>leaves to attend the buddy class but does not arrive at buddy</b> and/or <b>does not complete the reconnect chat</b> with the teacher this is OS referral ACTION: HOD. HOD follow up with consultation with DP as required – After School Detention. Student does not attend After School Detention HOD to follow up and OS referral ACTION: DP. <b>NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL</b></p>
<p><b>HOD/HOSES</b> <b>NB: all minor classrooms behaviours are to be referred to HOD or HOSES</b></p>	<p>In this level, students/have chosen not engaging in staff directed intervention processes <b>inside the classroom</b>.</p> <p>Inappropriate student behaviours <b>inside the classroom</b> are to be dealt with at this level may include but are not limited to: ongoing minor behaviours <b>in the classroom</b> referrals from class teachers for defiance/disruption/refusal to participate in program of instruction cheating/plagiarism – with referral to relevant DP if necessary minor incidents of ongoing inappropriate language <b>in the classroom</b> Repeated buddy class referrals Failure to complete assessment</p>	<p>The referred HOD/HOSES may implement the following consequences: monitoring sheet resolution meeting referral to GO to access Student Support i.e. Learning Support, YSC, Chaplin, Guidance Officer, Individual Behaviour Support Plan Lunch or after school detention restitution parent contact interagency referral referral to Deputy Principal</p> <p>NB: HOD/HOSES to record actions on One School</p> <p>If a major behaviour is to occur in the classroom (i.e. refusal to hand phone into Student Services; swearing at a teacher) room and student refuses to follow direction etc, teacher is to send for support from Head of Department or Admin via Student Services</p> <p><b>NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL</b></p>
<p><b>YEAR COORDINATOR</b> <b>NB: all school ground/community referrals are to be directed to Year Coordinato</b></p>	<p>In this level, students/have chosen not engaging in staff directed intervention processes <b>outside the classroom</b>.</p> <p>Inappropriate student behaviours <b>outside the classroom</b> are to be dealt with at this level may include but are not limited to: continued minor behaviours <b>outside the classroom</b> repeated defiance <b>outside classroom</b> minor bullying minor property misconduct minor possession of banned items minor incidents of inappropriate language <b>outside the classroom</b></p>	<p>The HOH may implement the following consequences: monitoring sheet resolution meeting referral to GO to access Student Support, i.e. Learning Support, YSC, Chaplin, GO Individual Behaviour Support Plan recess or after school detention restitution parent contact interagency referral referral to Deputy Principal NB: Year Coordinator to record all incidents and actions on One School and FYI relevant Deputy Principal.</p>
<p><b>DEPUTY PRINCIPAL/ PRINCIPAL</b>  <b>NB: Serious misbehaviour such as supplying drugs, use of a weapon and violent assault always progress straight to the Principal and will likely result in the most serious of consequences</b></p>	<p>In this level, student/s have chosen not to engage in <b>staff directed intervention processes</b>. Major behaviours and/or repeated/continual inappropriate student behaviours to be dealt with may include but are not limited to: Refusal to attend buddy class Refusal to follow mobile phone processes Harassment/intimidation/ threats towards students/ staff Inappropriate language directed at staff Whole day and ongoing lesson truancy Unexplained absences Refusal to follow instructions Significant/Ongoing Uniform infringements Suspicion of prohibited items Verbal, physical, social or psychological behaviour that is harmful to others Repeated HOD/HOSES behaviour referrals Inappropriate use of electronic media as per the SSHS Responsible Behaviour Plan and Digital Media Policies Vandalism/graffiti/illegal entry/trespassing/ wilful damage Theft School invasion Pornography Vilification on the basis of race, sex, religion and/or sexual/gender orientation Possessing, taking/under the influence of, selling or supplying alcohol and/or drugs/implements/ illegal substances Smoking/possession of smoke implements (eg. lighter) Possession of weapons or objects of harm</p>	<p>Deputy Principal in consultation with Principal determines the most appropriate course of action which may include any of the following – reference is made to: Education (General Provisions) Act 2006 and SMS-PR-21: Safe, Supportive and Disciplined School Environment and School Student Code of Conduct. This list is not exhaustive and one or more responses may be applied depending on the situation: Parent/Carers notified Lunch or After School Detention Administration interview Permanent/ temporary withdrawal from a class or activity Alternative program Loss of privileges Restorative mediation Restitution Counselling (internal /external agencies) Police notified External support provided Behaviour monitoring program Individual behaviour plan Restitution Restorative mediation 1-20 day suspension Recommendation for Exclusion</p> <p>NB: RECORD ALL INCIDENTS, ACTIONS AND CONTACTS INTO ONESCHOOL</p>

	Physical assault/ sexual assault/ physical contact – staff, students, parents, community Dangerous/careless actions at school or while travelling to and from school – danger/ risk to self/ others Serious breaches of workplace health safety Unacceptable moral behaviour, inappropriate intimacy, sexual misconduct/harassment, sexual exposure Ongoing misuse of power through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm to others Wearing of items to identify attachment to and/ or involvement in gang related activities	
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### School Disciplinary Absences

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

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

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

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

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

#### **Re-entry following suspension**

Students who are suspended from Sunnybank 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, 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 highly recommended that parents/carers attend a re-entry meetings to support students in their return following a suspension. Re-entry meetings support the student to successfully re-engage in school following suspension.

#### **Reasonable adjustments**

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

### School Policies

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

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

### Temporary removal of student property

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

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

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- energy drinks
- permanent markers, metal rulers and correction fluid
- laser pointers
- shisha pens, vapours and e-cigarettes
- chewing gum
- water bombs
- tasers
- delivered food e.g. Uber eats, Pizza delivery, Menu log

\* 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**

Staff at Sunnybank 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 and students of Sunnybank State High School must ensure their children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Sunnybank State High School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk and does not support a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

Parent must 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.

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

### **Rationale**

The Queensland government requires all Queensland state school students to keep mobile phones powered off and 'away for the day' during school hours, and while attending school activities, such as representative school sport, excursions and camps. For the purpose of this policy, mobile phones and wearable devices include mobile phones, smartwatches,

handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

### **Implementation**

All state school students must keep their mobile phones powered off and 'away for the day' during school hours. Students are permitted to **bring** mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day

Our school approach to mobile phone storage management includes:

- on their person **and must remain unseen and unheard** (preferred option)
- in the student's school bag **and must remain unseen and unheard** (at student own risk)
- if confiscated, stored in a secure location (secure area in Student Services)

The following areas are spaces where temporary mobile phone approval **may** be given at times, under supervisor instruction and in unique circumstances, in that area.

- Tuckshop payments
- Finance payments
- Uniform Shop payment

### **Exemptions**

An individual student exemption may be considered by the Principal in extraordinary circumstances. Students with an approved exemption from the principal must only use their mobile phone or wearable device for the intended, approved purpose.

Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed will be made available to parents/guardians.

### **Inappropriate Conduct**

Sunnybank State High School has a Student Code of Conduct that details staff responsibilities to support students to understand and meet behavioural expectations of the school, and guidance on the application, where required, of disciplinary consequences.

In determining possible consequences, our approach will ensure that responses are proportionate and equitable and take into consideration the individual circumstances of each student.

*Mobile phones and wearable devices that have been temporarily removed from the student will be stored and retained in accordance with the Department's Temporary removal of student property by school staff procedure.*

Failure of student to follow a reasonably instruction:

- Staff member will record in OneSchool

Ongoing breaches of policy:

- Ongoing defiance and misbehaviour may result in a disciplinary consequence depending on consideration of student's individual circumstances
- Head of House to contact parent / caregiver to advise of the incident and record "Contact" on OneSchool.

## **Preventing and responding to bullying**

### **Rationale**

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied.

Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Sunnybank State High School are part of our school wide PBL framework. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school high expectations and Positive Behaviour for Learning (PBL) Framework practices will be maintained at all times. This will ensure that:

- Our high expectation behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students are explicitly taught the three school expectations of Respect, Responsibility and Readiness which have been aligned to the expected behaviours in all areas of the school
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Ongoing PBL lessons, student diary information, assembly and parade addresses as well as staff explicit instruction reinforces our anti-bullying process. These processes also consist of lessons taught and made reference to by all teachers, especially during roll mark, to a school wide schedule of instruction. At all times simultaneous instruction during roll mark classes and school assemblies is our goal, in order to maintain consistency of skill acquisition across the school.

Sunnybank 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.

Sunnybank State High School has a Student Advisory Council, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

- Leadership - Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- Inclusion - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- Student voice - Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- Partnerships - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
- Support - School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

### **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection

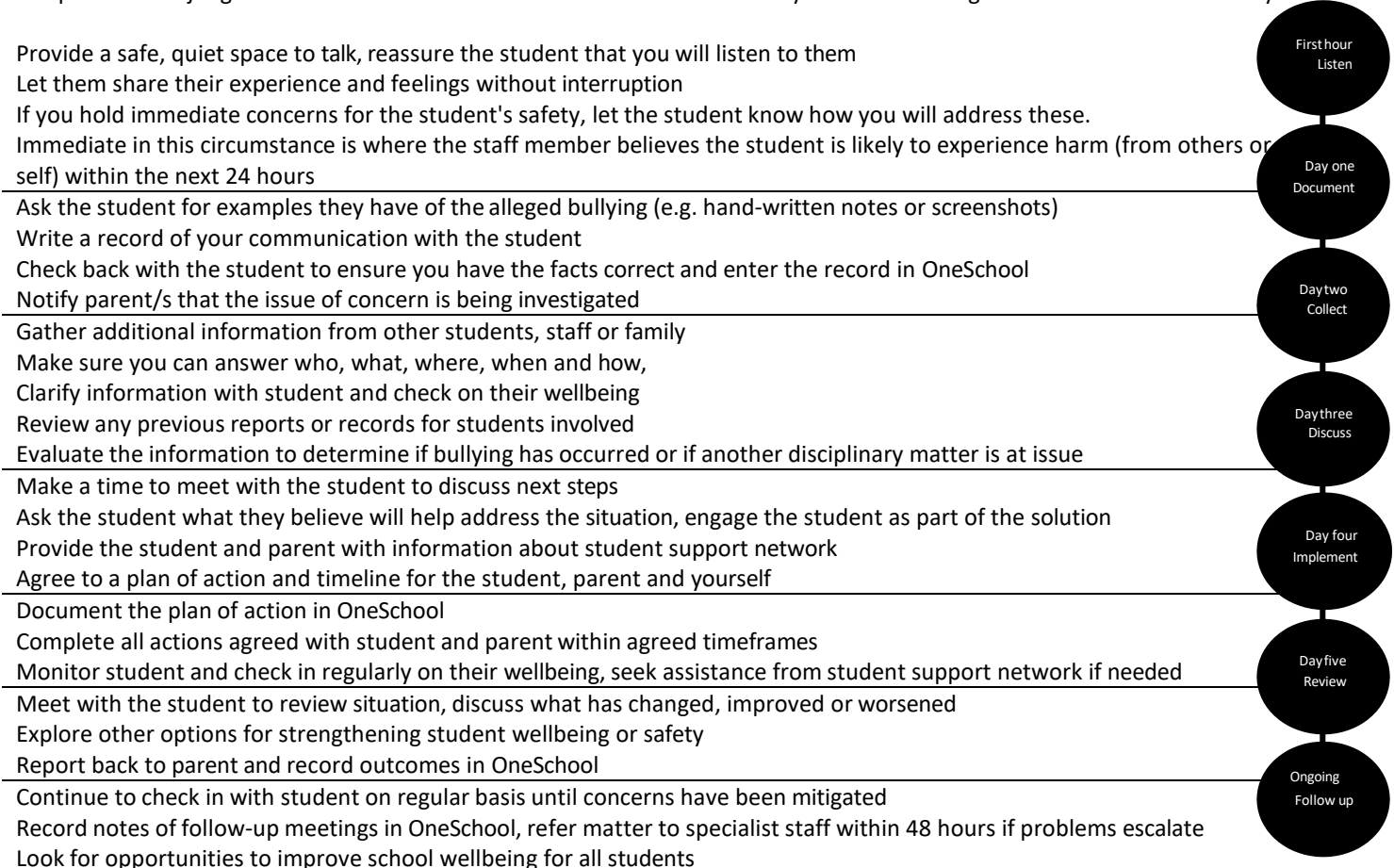
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Sunnybank 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 Sunnybank 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.

### Bullying response flowchart for teachers

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



### Cyberbullying

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

In the first instance, students who wish to make a report about cyberbullying should make a report via Head of House. Parents wishing to make a report should contact the relevant year level Deputy Principal for their child. 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 Sunnybank 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.

### Cybersafety and Reputation Management (CRM)

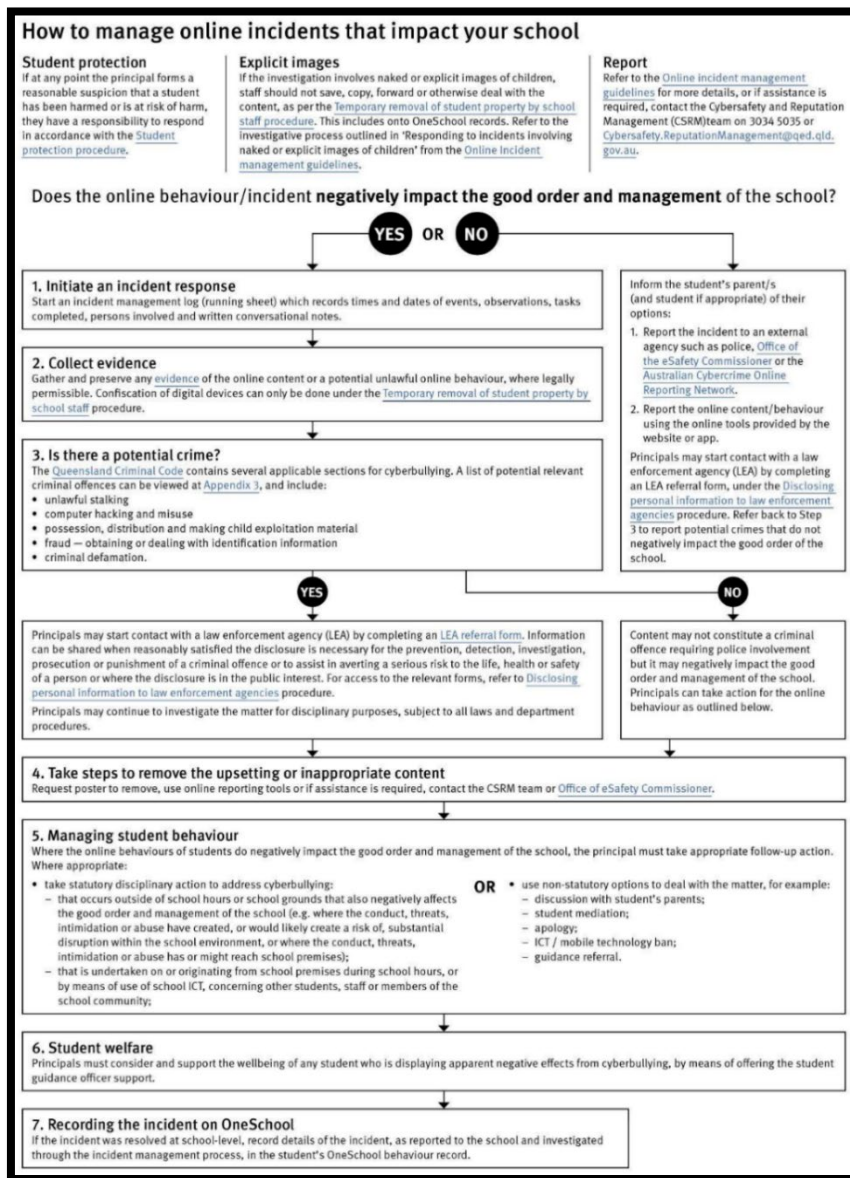
The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

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.

### Student Intervention and Support Services

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 Sunnybank State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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



### 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.

While many schools use social media to update parents/carers of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. 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.

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 it general and avoid posting anything that could identify individuals.
- 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; they will learn online behaviours from you.

#### *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 or fake school account
- block the offending user and report the content to the social media provider
- contact the school administration team
- consider the severity of the problem and/or content and consider contacting the Queensland Police Service (QPS).

#### *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.

#### *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).

Students and families should consider utilising the resources on the esafety commissioner website to resolve online safety concerns. eSafety is Australia's independent regulator for online safety. They provide information and resources to educate Australians about online safety risks and help to remove harmful content such as cyberbullying of children, adult cyber abuse and intimate images or videos shared without consent. Further information can be found at: <https://www.esafety.gov.au/>

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

- 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.
- 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.
- 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

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Police and Child Safety Officer interviews and searches with students
- Inclusive education
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

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

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:

- **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 the year level deputy principal 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.
- **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.
- **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.