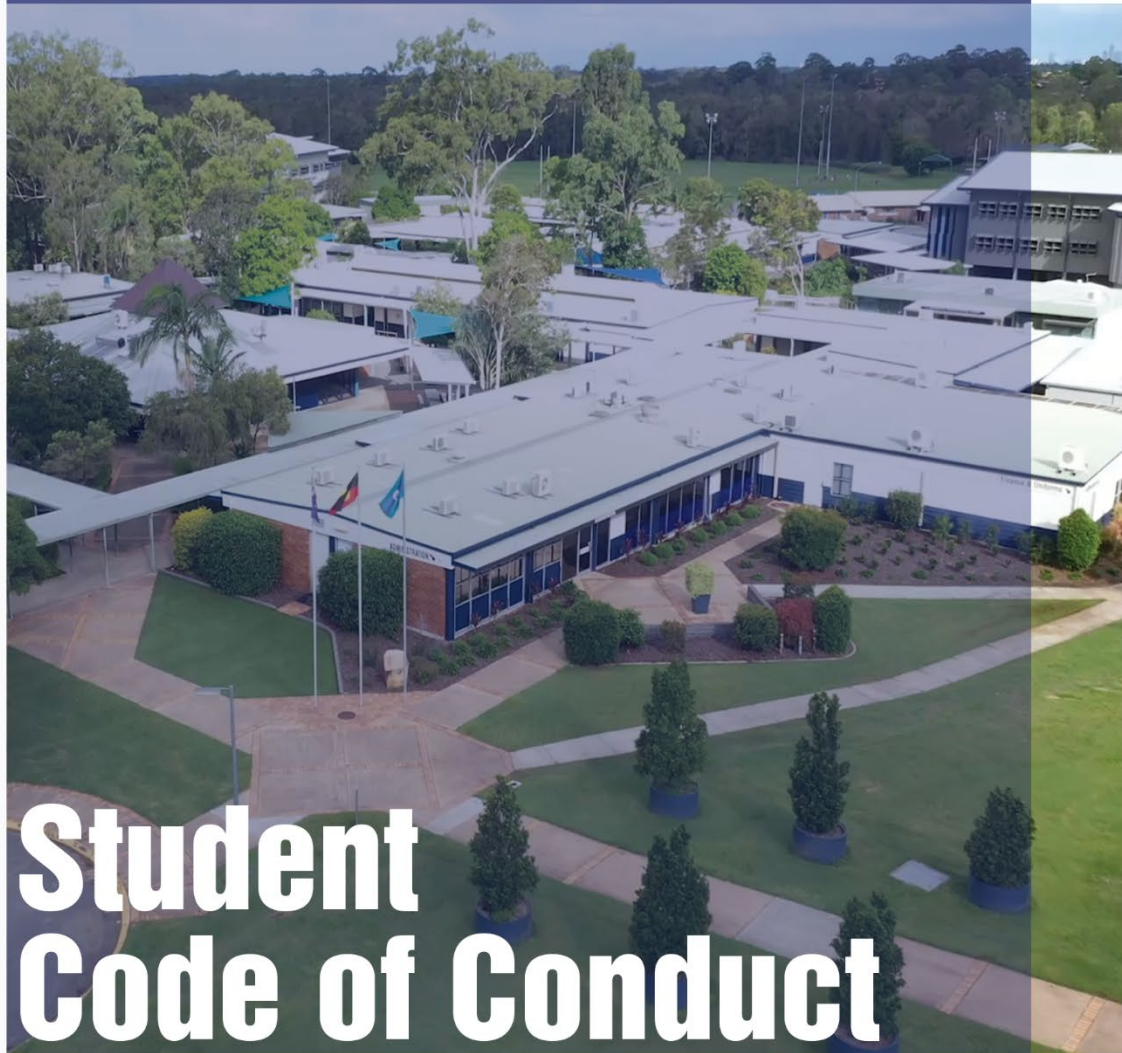




HELENSVALE
STATE HIGH SCHOOL



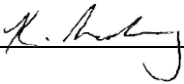

Student Code of Conduct

We **ASPIRE** for each and every student to succeed.
We **BELIEVE** in One Student, One Community, Many Futures.
We **VALUE** respect, responsibility, resilience.

Contact Information

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Endorsement

Principal Name:	Karen Lindsay
Principal Signature:	
Date:	14/07/25
School Council Chair Name:	Michael Ogier
School Council Chair Signature:	
Date:	14/07/25

Purpose

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

The Helensvale State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

Learning and Behaviour Statement

At Helensvale State High School, 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 framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Student Code of Conduct outlines systems and processes that promote positive behaviours, preventing inappropriate behaviours and responding to unacceptable behaviours. Through the Code of Conduct, shared expectations for student behaviour are plain to everyone, assisting Helensvale State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Helensvale State High School, the wellbeing of students underpins our learning framework and is articulated through our learning values – Respect, Responsibility and Resilience.



OUR UNIVERSAL EXPECTATIONS

I AM ACCOUNTABLE TO MY LEARNING COMMUNITY



RESPECT			RESPONSIBILITY			RESILIENCE		
I respect others in conversations and interactions with the entire school	I behave with integrity	I make conscious choices about my behaviours and the manner in which I conduct myself	I arrive to class ready and prepared to learn, think and contribute	I complete set tasks to the best of my ability and encourage others to do so	I take responsibility for my actions	I am determined to achieve my goals	I believe in myself	I see value in independent and group work
I respect all members of the school community	I show empathy towards others' thoughts, feelings, culture and beliefs	I am inclusive and respectful of all students	I actively engage in both independent and collaborative learning and thinking	I ask questions to clarify and extend my learning	I wear my uniform with pride	I reflect on and learn from my decisions and value feedback	I know if I keep going, I will be closer to achieving what makes me happy	I attend every lesson so I can achieve my goals
I respect the learning space and the people within it to create a safe and cooperative environment	I actively collaborate with others to answer and solve problems	I listen to other opinions and seek to understand different perspectives	I actively participate and contribute within the learning environment	I am reflective about my progress, set SMART goals and seek feedback	I follow directions without debate	I seek help when I need it and know how to engage support	I challenge my comfort zone and acknowledge that healthy struggle will help me grow	I ask questions relevant to the learning
I respect my own property and the property of others	I engage with all school routines, policies and procedures		I am open to new ideas	I will use technology responsibly		I have high learning expectations	I persist through difficult situations	

«Staff_Retent_2016» Whole School Approach to Discipline

Helensvale State High School uses PBL as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

PBL is underpinned by best practice which involves planning and implementing explicitly taught behaviours consistently across the whole school to promote positive behaviour and maintain teaching and learning environments that support learning and wellbeing for all students. This is a proactive and prevention-based approach as expected behaviours are explicitly taught with the prospect of preventing the development of new behaviour problems and reducing the frequency and intensity of existing inappropriate behaviours.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of behaviours and follow up discussions conducted by classroom teachers during Futures wellbeing lessons.
- Reinforcement of learning from PBL lessons at Year Level and Whole School Parades and during active supervision by staff during classroom and non-classroom activities.

- Acknowledgement through the Positive Behaviour reward system, Positive Behaviour Profiles on OneSchool and special parades.
- Visual and media reinforcements of expected behaviour – posters, social media, newsletters.

Typically, a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Research suggests that approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

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

- Regular communication with parents/carers through the school newsletter, social media and emails to enable parents/carers to be actively and positively involved regarding our school behaviour expectations.
- Whole school focus on pedagogies which encourages engagement and success.
- School PBL team members' regular provision of information to staff and parents/carers, and support to others in sharing successful practices.
- Explicit teaching of behaviours and follow up discussions conducted by classroom teachers during Futures wellbeing lessons.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary reasonable adjustments to support these students consistently across all classroom and non-classroom settings.
- The Student Support Services team are accessible to support student learning, behaviour and wellbeing.

Reinforcing expected school behaviour

At Helensvale State High School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Helensvale State High School Acknowledgement of Positive Behaviour

Staff members acknowledge the positive behaviour of students when they observe them demonstrating our school values and following school expectations in both classroom and non-classroom settings. This reinforcement may include nominating students for weekly School Value Awards; sending positive communication to parents and carers via school postcards emails and phone calls; and acknowledging student success on classroom achievement walls. School Value Awards are recorded as a positive behaviour on students' OneSchool profile.

Students who maintain commendable levels of attendance are recognised on weekly assemblies with Canteen vouchers and access to Club 95 celebration events run by Learning Communities twice a term.

Re-directing low-level and infrequent problem behaviour

Students come to school to learn. PBL processes support a consistent and transparent approach to management of unacceptable behaviours. The Essential Skills for Classroom Management inform staff of best practice for managing low level unacceptable behaviours across the school. Students are encouraged to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations and values of our school community.

Focused Teaching

Targeted Behaviour Support

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Each year a small number of students at Helensvale State High School are identified through our data as needing additional targeted behavioural support. In most cases, the problem behaviours of these students 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.

We offer a range of strategies and programs that target specific individual needs of particular students and are designed to provide lifelong skills designed to facilitate acceptable behaviours.

The Student Support Services and Learning Community Teams operate across the school to support students where repeated unacceptable behaviour is a result of other factors that may well be impacting on their behaviour, attendance or mental health and wellbeing.

Intensive Teaching

Intensive Behaviour Support

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve

behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Student Wellbeing and Support Network

Helensvale 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.

We encourage parents and students to speak with their class teacher, Year Level Student Success Teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

Curriculum and pedagogy

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.

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

Consideration of Individual Circumstances

To ensure alignment with the Department of Education's Student Discipline Procedure when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Staff at Helensvale 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, when applying supports, responding to inappropriate behaviour or applying a disciplinary consequence.

Our staff are obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequence another student might have received, we are unable to disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident involves your child.

You can be assured that school staff take all disciplinary matters very seriously and will address them appropriately. We expect that parents/carers and students will respect the privacy of other students and families.

«Staff_Retent_2016» Disciplinary Consequences

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by school staff at the time it happens.
- Major problem behaviour is referred directly to the relevant Year Level Learning Community HoD.

Minor behaviours are those that:

- are minor breaches of the school code of conduct;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff and/or Year Level Learning Community HoD.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- pose an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community;
- put others/self at risk of harm;
- require the involvement of specialist support staff and/or the relevant Year Level Learning Community HoD.
- are habitual in nature; and/or

- other conduct prejudicial to the good order and management of the school.
- Major behaviours result in an immediate referral to the relevant Year Level Learning Community HoD because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the OneSchool referral and escorts the student to the relevant Year Level Learning Community.

Major problem behaviours may result in the following possible consequences:

- Level One: Alternate lunchtime activities within the Year Level Learning Community, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence and/or parent contact;
- Level Two: Parent contact, referral to Guidance Officer, referral to Friday afternoon Response to Behaviour Intervention, suspension from school: and/or
- Level Three: Students who engage in very serious problem behaviours such as violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for a proposal for exclusion from school following an immediate period of suspension.

Ultimately, the severity of disciplinary outcomes is determined by the School Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the student's individual circumstances such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations. Educating young people is a shared responsibility and Helensvale State High School recognises the role of parents/carers as integral to a coordinated case managed approach to encourage students to reach identified behaviour patterns.

If for any reason the student chooses the following inappropriate behaviour the maximum consequence of a permanent exclusion from Helensvale State High School may apply. Maximum consequence means the most severe disciplinary outcome that may result from an identified misbehaviour. The term does not mean that the most severe disciplinary outcome will result in all cases. The outcome will be at the discretion of the principal.

- Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to embarrass, abuse or disseminate pornographic or inappropriate material).
- Defiant or disrespectful behaviour towards staff, students or the school community (including but not limited to refusal to follow directions and aggressive behaviour including yelling and swearing).
- Behaviour that interferes with the property of the school or others within the school community (including but not limited to vandalism, graffiti, wilful damage, theft etc.).
- Possession of certain inappropriate objects or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, firecrackers [explosives] etc.).
- Inappropriate use, possession, supply of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, vape pens, electronic cigarettes, paint, glue, prescription medicine etc.).
- Serious behaviour or action in a private capacity that is prejudicial to the good order

and management of the school.

- An offense serious or otherwise for which the student has been charged.
- Habitual or persistent misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school's Student Code of Conduct and related policies and procedures).

School Disciplinary Absences

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

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

Students who are suspended from Helensvale State High School will be required 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/carers, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

The following procedure is expected when a student attends a re-entry meeting when returning from suspension:

- The student is supported to acknowledge which of the Learning Values they have breached.
- An Individual Behaviour Support Plan or Discipline Improvement Plan may be collaboratively developed.
- Students may be offered access to the Student Support Services team.
- The student may be asked to complete a Behaviour Monitoring card for a length of time deemed appropriate for breaches of the school Learning Values in the classroom.
- The interviewer will reinforce that a repeat of the same behaviour will incur a further consequence.

«Staff_Retent_2016» School Policies

Helensvale 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 Helensvale 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)
- e-cigarettes, pod vapes, vape pens, box mods and vaporizers (and other similar items)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

State school staff at Helensvale 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/carer or calling the police;
- require consent from the student or parent/carer to examine or otherwise deal with the temporarily removed student property;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent/carer 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/carers should be called to make such a determination.

State School Staff may retain temporarily removed student property if:

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
- if police seize the property under the *Police Powers and Responsibilities Act 2000* (Qld), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
- if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.

Parents of students at Helensvale State High School:

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

Students of Helensvale State High School:

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

Use of mobile phones and other devices by students

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

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

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

Student use of mobile phones and wearable devices at school

- All state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- This policy also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.
- Students may only use their mobile phone or have wearable device notifications enabled during these times if they have an approved exemption for medical, disability and/or wellbeing reasons.
- Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

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

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

Storage of mobile phones

The expectation for storage of mobile phones at Helensvale State High School is that students should keep their phone in the student's school bag.

Exemptions

Students that have individual circumstances that dictate they must have access to their phone or device are required to apply for an exemption to this policy by contacting the Year Level Learning Community Head of Department.

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

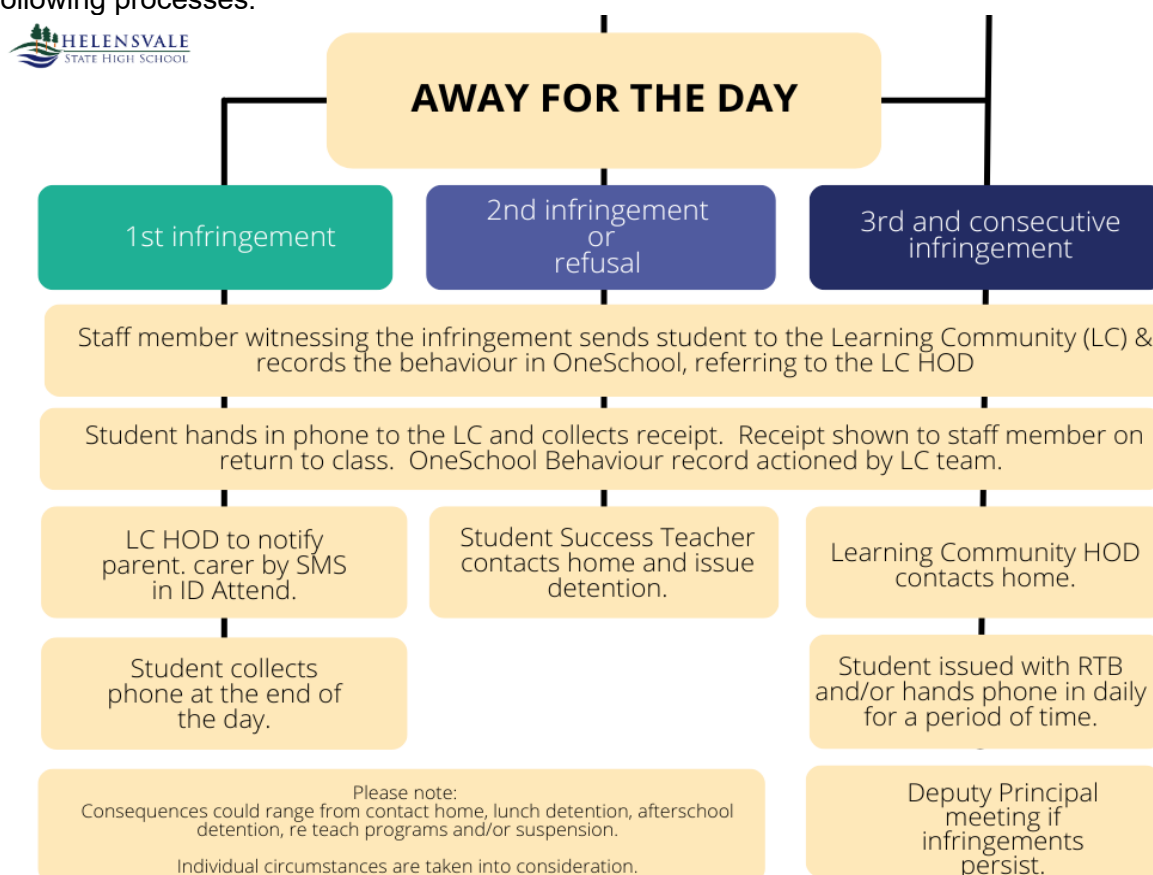
Individual circumstances

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

- the mobile phone or wearable device is used by the student for learning, medical, disability and/or wellbeing reasons (in accordance with the 'Managing Students' Health Support needs at School' procedure),
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications,
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day.

Breach of Policy

Any student found to be breaching the Helensvale State High School Code of Conduct in relation to the use of mobile phones and wearable devices will be dealt with utilising the following processes:



Preventing and responding to bullying

Helensvale 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 school is committed to providing a safe, healthy and supportive school environment that values diversity. All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore relationships. We believe that bullying and/or harassment is unacceptable, and all share a responsibility in preventing it. We reject ideas, beliefs and behaviours that marginalise or victimise individuals or groups.

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.

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).
- repeated behaviour, or has the potential to be repeated behaviour, 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 Helensvale State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Research also indicates that many problem behaviours are peer maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions that may reinforce bullying behaviours include laughing, joining in 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.

Prevention

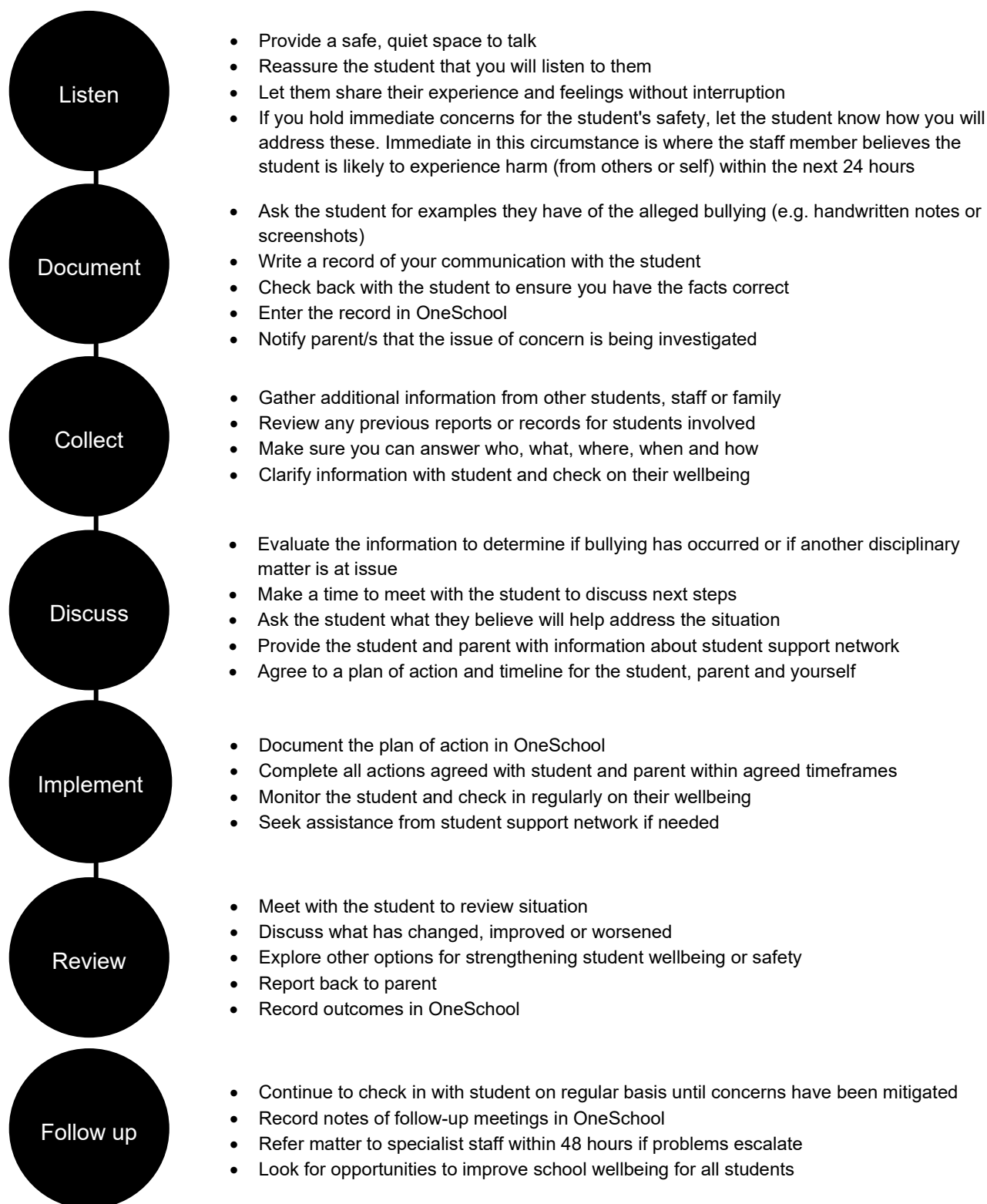
Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Helensvale State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

The anti-bullying procedures at Helensvale State High School are an integral component of our school wide PBL processes. This means all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement and positive reinforcement for doing so. Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour. Support measures include but are not limited to:

- All students know our 3 core school learning values of Respect, Responsibility and Resilience and are explicitly taught the expected behaviours associated with each value in all areas of the school.
- All students are taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is maintained 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.
- Explicitly teaching what bullying is, its possible impact on individuals and the community and how to prevent and respond to it is a priority within the school's wellbeing framework.

The following flowchart explains the actions Helensvale State High School staff 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 staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Helensvale Sate High School - Bullying response flowchart for staff



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant Year Level Learning Community HoD.

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 Helensvale 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.

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.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel

comfortable sharing their concerns, regardless of their role in the school. 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 may include 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.

«Staff_Retent_2016» Restrictive Practices

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

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

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

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

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

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

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

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

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

«Staff_Retent_2016» Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: 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.

Appendix 1: Legislation and Related Policies and Procedures

Legislation

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

Related policies and procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code Procedure](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass Procedure](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Use of Mobile Devices Procedure](#)
- [Temporary Removal of Student Property by School Staff](#)

Related resources

- [Bullying. No Way!](#)
- [Student behaviour support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Appendix 2: Helensvale State High School – Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

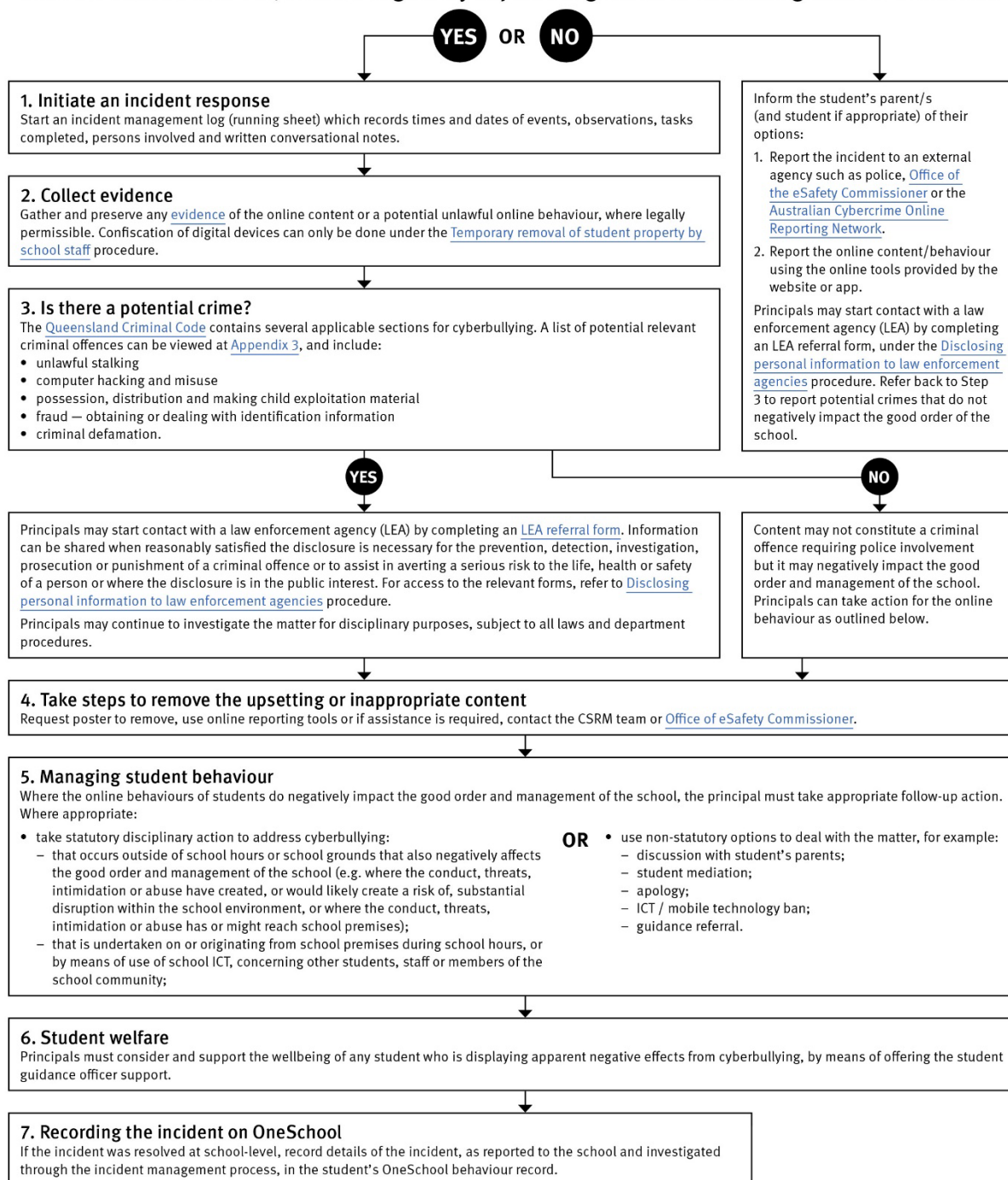
Explicit images

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

Report

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

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



Appendix 3: Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum. Please refer to the Helensvale State High School Raising a concern policy which can be found on the school's website.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook or other social media platforms.

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.