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.

Purpose

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

The Helensvale State High School Student Code of Conduct clearly defines the shared responsibilities, policies and processes that guide our whole-school approach to behaviour and engagement. It supports our vision of a learning community where students are empowered to engage deeply in high-quality learning experiences and develop the values that will underpin their lifelong wellbeing and success.

This document exists to uphold the high standards of behaviour expected of all members of our school community. By doing so, we ensure that teaching and learning remain the core focus, every student has the opportunity to thrive, and all staff can work in a safe, supportive, and professional environment.

Contact Information

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Endorsement

Executive Principal Name: Rachel Cutajar
Executive Principal Signature:
Date: 02/02/2026
School Council Chair Name: Michael Ogier
School Council Chair Signature:
Date: 02/02/2026

Whole School Approach to Discipline

At Helensvale State High School, we implement a Positive Behaviour for Learning (PBL) framework as our whole-school, multi-tiered system of support for engagement, behaviour and discipline. This evidence-based approach is embedded across all learning environments, including classrooms, co-curricular programs, sporting events, 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 Helensvale State High School, our belief is 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 instruction about how to meet these expectations, and to strive to use behavioural incidents as opportunities to re-teach.

The development of the Helensvale State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and to 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.

PBL Expectations

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 PBL expectations in place for students, being Respectful, Responsible and Resilient.

Our Universal Expectations		
Be Respectful	**Be Responsibile**	**Be Resilient**
• I respect others in conversations and interactions with the entire school community • I behave with intergrity • I make conscious choices about my bheavious and the manner in which I conduct myself. • 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 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 respect my own property and the property of others • I engage with all school routines, policies and procedures	• 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 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 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 am open to new ideas • I will use technology responsibly	• I am determined to achieve my goals • I believe in myself • I see value in independent and group work • 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 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 have high learning expectations • I persist through difficult situations

Consideration of Individual Circumstances

At Helensvale State High School a students' individual circumstances will be taken into consideration when consequences for inappropriate actions/behaviour are applied. This includes but is not limited to a student's honesty and co-operation during the investigation, behaviour history, disability, diverse needs, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact your child's Year Level Dean or Phase Head of Department.

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 the students' OneSchool profile.

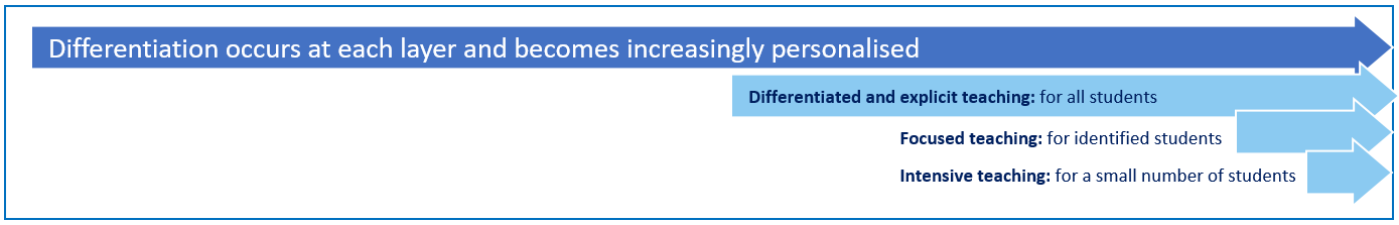
Students who maintain commendable levels of attendance are recognised on weekly assemblies with Canteen vouchers and access to Attendance celebration events run by Learning Communities twice a term.

Differentiated and Explicit Teaching

At Helensvale State High School, we recognise that students have diverse learning needs, abilities, and backgrounds. Differentiated and explicit teaching is a core component of our behaviour and learning framework and ensures that all students are supported to engage meaningfully in their education.

Differentiation, as outlined in the Department of Education's Assessment and Moderation Hub, is embedded in our classroom practices and discipline model. It refers to the deliberate adjustments made to teaching, curriculum, and assessment to meet the individual learning needs of students. This approach aligns directly with our PBL framework by ensuring that expectations for behaviour are explicitly taught, and supported through developmentally appropriate, responsive strategies.

There are three main layers of differentiation. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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.



Through this differentiated approach, we make reasonable adjustments to ensure every student can succeed academically, socially, and behaviourally, while maintaining a safe, respectful, and inclusive learning environment grounded in our core values of Respect, Responsibility and Resilience.

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.

Class teachers provide in-class corrective feedback, sanctions and rule reminders to respond to low-level or minor problem behaviours.
These may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals

- Redirection
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what the next step is, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences
- Detention

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. These members of our school community are in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Re-engagement Program (REP)
- SHINE program
- Chasing the Sun Program
- Roack and Water
- Targeted behaviour re-teach programs (eg Vaping, Respectful Relationships)
- RTI Academic Support
- Case Management system for those identified by data as requiring extra support (including check in / check out mentoring)
- Positive Focus Card
- Individual Support Plans (ISPs)
- Booyah program (run by the Queensland Police Force)
- Discipline Improvement Plan process
- For more information about these programs, please speak with the relevant phase Head of Department.

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.
The school invests in the following evidence-informed programs and interventions to address specific skill development for these students:

- Re-engagement Program (REP)
- Discipline Improvement Plan process
- Response to Intervention
- Targeted behaviour re-teach programs (eg Vaping, Respectful Relationships)

Disciplinary Consequences

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

Minor Behaviour

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

Minor behaviours are minor breaches of the school code of conduct that do not seriously harm others, raise concerns about a student's safety, or significantly violate the rights of others, are not part of an ongoing pattern of problem behaviour, and can be managed without the involvement of specialist support staff or the relevant Head of Department (HOD).

Minor problem behaviours may result in the following consequences:

- Removal from an activity or event for a specified period.
- Partial removal from activity or class (time away)
- Individual meeting with the student
- Apology
- Restorative Conversation
- Contact with parent/carer
- Detention for work completion.

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

- School based support and intervention
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behaviour monitoring card
- Student Engagement Agreement
- Re-engagement Program
- Discipline Improvement Plan
- Well-being programs
- Specialised classes
- Counselling and guidance support
- Mediation
- Stakeholder meeting with parents and external agencies.

Major Behaviour

Major behaviours are serious breaches of the school's expectations and may require intensive, ongoing support (typically for a small proportion of students, approximately 2–5%), as determined by the Principal in consultation with staff and relevant stakeholders. In extreme cases, where behaviour poses immediate or significant harm, suspension or exclusion may be applied when no other strategy is sufficient - these behaviours are characterised by:

- significant violation of the rights of others
- unacceptable risk to the safety or wellbeing of students, staff, or the school community, including harm to self or others
- the need for involvement of specialist support staff and/or the relevant phase Head of Department (HOD)
- habitual or repeated nature
- conduct prejudicial to the good order and management of the school.

Major problem behaviours may result in the following possible consequences (including but not limited to):

- Functional Behaviour Assessment
- Meeting with parents/carers
- Flexible learning arrangements
- Referral to external agencies
- Complex case management and review
- Stakeholder meeting with parents and external agencies, including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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, carriage service or electronic media/devices to menace, harass, cause offence, 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, aggressive behaviour including yelling and swearing and displaying, distributing, promoting or publishing a prohibited symbol in a way that may cause them to feel menaced, harassed or offended).

- 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.).

- 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).

- Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school (including but not limited to the illegal or unsafe use of a personal mobility device).

- An offense serious or otherwise for which the student has been charged.

Serious matters may also be referred to the Police for further investigation.
Please see Appendix 1: Management of Major Disciplinary Matters Chart for further details.

School Disciplinary Absences

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

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

At Helensvale 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 Helensvale State High School must attend a re-entry meeting on or before the day of their scheduled return to school. The main purpose of this meeting is to reintegrate the student, with their parents/carers, back to the school with appropriate support (including but not limited to Guidance Officer support, development of Individual Behaviour Support Plans) and reasonable adjustments as required.

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
- E-Bike Safety
- 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, and 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, laser pointers)
- 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, nangs)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at 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/carers (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

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.

E-Bike Safety

Helensvale State High School promotes safe, respectful and responsible behaviours when travelling to and from school.

Families are encouraged to familiarise themselves with current Queensland Government road rules and safety requirements for electric bicycles. Up-to-date information, including age requirements, device specifications and safe-riding expectations, is available at:

Link: E-Bike rules in Queensland
Link: Personal Mobility Devices in Queensland

The increasing use of e-bikes and other personal mobility devices requires clear expectations to ensure the safety of all students and the broader school community.

Expectations for Students

Students who ride e-bikes to and from school must:

- Follow all Queensland road rules and personal mobility device regulations.
- Wear an approved helmet at all times while riding.
- Ensure their bike or device meets legal requirements and is maintained in a safe working condition, including brakes, tyres, lights and battery.
- Ride in a manner that is safe, predictable and respectful to pedestrians and other road users.
- Dismount at the school boundary and walk their e-bike directly to the designated bike storage area (Riding e-bikes on school grounds is not permitted at any time.)

Storage and Security

- E-bikes must be stored in the designated bike enclosure. Students are responsible for bringing an appropriate lock to secure their e-bike.
- The charging of e-bike batteries on school grounds is not permitted due to safety and fire-risk considerations.
- The school does not accept responsibility for theft, loss or damage of personal mobility devices brought onto the school site.

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 (including but not limited to mobile phones, airpods, iPods, earphones) 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. Phones and other devices must not be visible, in use, or accessed 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 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 may also use their mobile phone or wearable device under strict instruction from a staff member who has authorised the use of the device for educational purposes or to pay for items at the tuckshop. All purchases using phones and/or wearable devices are to be conducted exclusively within the ‘green zone’.

- 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.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.
It is **acceptable** for students at Helensvale State High School to:

- Bringing a mobile phone or wearable smart device to school, ensuring it remains non-visible for the duration of the school day either in the student's bag or on their person, unless it's being used for an approved activity.
- Bringing earphones to school, ensuring they remain non-visible for the duration of the school day either in the student's bag or on their person, unless it's being used for an approved activity.
- Use their mobile phone or wearable smart device for curriculum purposes that have been approved by the Head of Department and Deputy Principal.
- Be courteous, considerate and respectful of others when using a mobile device or wearable smart device.
- Use a mobile phone or wearable smart device to make purchases at school canteen, finance window, uniform shop. These areas will be clearly marked as 'Green Zones'
- Use a phone or wearable smart device for approved medical reasons.
- Seek teacher's/staff approval where they wish to use a mobile device or wearable smart device under special circumstances.

It is **unacceptable** for students at Helensvale State High School to:

- Use their mobile phone, wearable smart device or earphones during the school day, unless in a designated green zone or for another approved reason outlined above.
- Use a mobile phone or other devices in an unlawful manner.
- Download, distribute or publish offensive messages or pictures.
- Use obscene, inflammatory, racist, discriminatory or derogatory language.
- Use language and/or threats of violence that may amount to bullying and/or harassment or even stalking.
- Insult, harass or attack others or use obscene or abusive language.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- Use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments.
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.
- Distribute or threaten distribution of an 'intimate image' as defined by the Criminal Code (Nonconsensual Sharing of Intimate Images) Amendment Act 2019.
- Participate in advertising the school, students, school logo, school uniform or school buildings on social media in any form.
- Use a mobile device to coordinate 'meet ups' during school time.
- 'Like', share or create any form of social media that negatively identifies the school, students, uniform, school name, school logo, staff or facilities in any way.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- Understand that no liability will be accepted by Helensvale SHS in the event of loss, theft or damage to any device.
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
    - schools may remotely access departmentally owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student
    - serious inappropriate online behaviour may constitute a criminal offence and become a police matter.

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.

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.

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:

Where a student's mobile phone, earphones and/or wearable device is visible during class time or during breaktimes outside of the designated green zones, without explicit permission, the student's item will be confiscated for the remainder of the school day, in accordance with 'temporary removal of students property policy'. A lunchtime detention will be issues at the time of confiscation.

On the 3rd confiscation, a parent/carer will be required to collect the item. If the phone cannot be collected that same day by a parent/carer, it will be kept on site in the school safe.

Repeated misuse of mobile phones, earphones and/or wearable device outside of the school's policy or a student's refusal to hand in their item when directed by a member of staff, will be considered as deliberately failing to follow the Student Code of Conduct and the Queensland Government Legislation in relation to devices in school, which may result in further disciplinary action.

Preventing and Responding to Bullying

Helensvale State High School uses the Positive Behaviour for Learning 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 <u>do not constitute bullying</u> 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

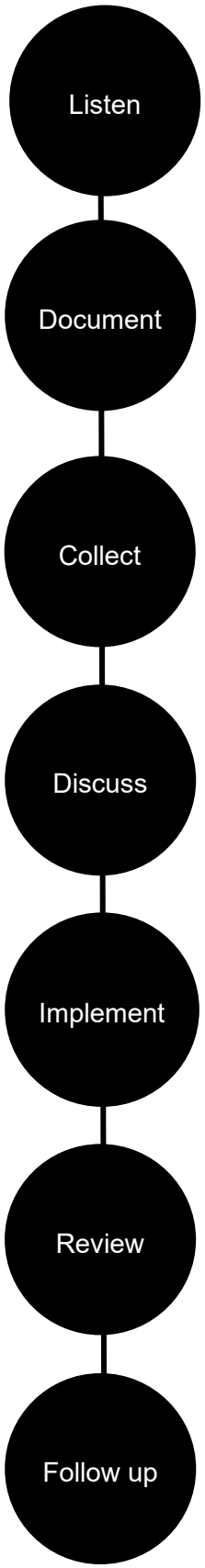
Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying 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.

Bullying Response Flowchart for Staff



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

- Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

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

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

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

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

Cyberbullying

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 bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant Year Level Dean or Phase 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, including 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.

Cyberbullying Response Flowchart For School Staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

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

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

YES

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

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

NO

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

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

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

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

OR

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Appropriate Use of Social Media

Recent Queensland Government legislation prohibits the use of social media platforms by children under the prescribed age of 16. In accordance with this legislation, the school is committed to supporting safe, lawful, and responsible use of digital technologies.

The internet, mobile phones and social media (carriage service) provide wonderful opportunities for some 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.

All members of the school community share responsibility for ensuring online environments reflect the same standards of respect, safety, and integrity expected within the school. Parents and carers are expected to support the legislative requirements by reinforcing the age restrictions on social media use, modelling positive online behaviour, and working in partnership with the school to promote digital wellbeing.

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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.
While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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).

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.

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.

Legislative Delegations

Legislation

Links to the relevant legislation that inform the overall Student discipline procedure contained in the Helensvale State High School Student Code of Conduct are listed below:

- *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)
- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Criminal Code Act 1899 (Qld)*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2017*
- *Human Rights Act 2019 (Qld)*
- *Information Privacy Act 2009 (Qld)*
- *Judicial Review Act 1991 (Qld)*
- *Right to Information Act 2009 (Qld)*
- *Police Powers and Responsibilities Act 2000 (Qld)*
- *Workplace Health and Safety Act 2011 (Qld)*
- *Workplace Health and Safety Regulation 2011 (Cwth)*
- *Criminal Code (Serious Vilification and Hate Crimes) Act 2023*
- *Online Safety Act 2021*
- *Criminal Code Act 1995*
- *Work Health and Safety Act 2011*
- *Education Qld Occupational Violence Campaign*
- *Queensland Government Transport and motoring – Rules for personal mobility devices*

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student 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