



PALM BEACH  
CURRUMBIN  

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STATE HIGH

# Student Code of Conduct 2024-2027

***Equity and Excellence***

*A progressive, high performing education system  
realising the potential of every student.*

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## Endorsement

Executive Principal Name:	Chris Kern
Executive Principal Signature:	
Date:	
P/C President and/or School Council Chair Name:	Kaylee Campradt
P/C President and/or School Council Chair Signature:	
Date:	

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## Purpose

At Palm Beach Currumbin High School, we believe that a student's educational outcomes are maximised when they are provided with a safe, disciplined and supportive environment. This environment extends beyond our students, to our staff, parents, visitors and members of our local community.

The Palm Beach Currumbin State High Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a positive, productive and effective whole-school approach to student wellbeing, support and discipline.

We are committed to providing a safe, respectful and positive learning environment underpinned by our relational culture, in which students can excel, have the opportunities to engage in quality learning practices and acquire values supportive of their lifelong wellbeing. We continue to be committed to ensuring every member of the PBC community achieves *nothing but the best*.

## Executive Principal's Foreword

Palm Beach Currumbin State High School has a long and proud tradition of providing high quality education to students from across South-East Queensland, over time forging a reputation for excellence across all areas of our school and community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

For many years, Palm Beach Currumbin has built success underpinned by our school motto – *Nil Sed Optima* – or nothing but the best. This core value shapes our Optima Code, the expectations that are carried within it and the genuine belief that every student can be the best version of themselves on a daily basis. Our school community believes that students are required to take personal responsibility for their behaviour in order for them to transition in adult life as engaged citizens. Personal responsibility for behaviour includes:

1. An awareness of thoughts and feelings;
2. Behaviour choices;
3. The need to be accountable for choices and their consequences;
4. The effect of behaviour and the behaviour of others on people and the environment

The pillars of safe, respectful learning have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, equipped, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. The work of our Positive Culture for Learning (PCL) team has helped guide the development of this document and represented the voice of our stakeholders.

Palm Beach Currumbin State High School staff take an educative approach to discipline, that behaviour can be explicitly taught, modelled and positive behaviour promoted to encourage personal growth. Our Student Code of Conduct provides an overview of the school's local policies; including the *Away for the Day* device policy, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the implementation of non-school day detentions, suspension or exclusion.

I thank the students, teachers, parents and other members of the community that assist in employing the values within our Student Code of Conduct to support not only our students, but our extended Palm Beach Currumbin community. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As President of the Palm Beach Currumbin State High School P&C Committee, I am proud to support the revised Student Code of Conduct for 2024-27.

We encourage all parents to familiarise themselves with the Palm Beach Currumbin State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

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

# School Captains' Statement

On behalf of the student body at Palm Beach Currumbin State High, we endorse the Student Code of Conduct for 2024. We have provided consult and representation on revisions to our existing Student Code of Conduct that are represented in this document. Throughout the year, we will continue to work with the school administration team and the Palm Beach Currumbin State High P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are invited to approach any of us directly, or make contact with the Senior Student Council representatives.

**School Captain:** Emma Suttle

**School Captain:** Zane With

Signed: 

Signed: 

Date: 02/02/2024

Date: 2/2/2024

# Learning and Behaviour Statement

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

## Systems of Support

Palm Beach Currumbin State High School uses an extensive system of support as the foundation for our integrated approach to learning and behaviour. Our support system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. All staff are professionally developed to deliver the Positive Education curriculum which encourages all members of the school community to focus on individual strengths and promotes restorative practices. Key support staff are able to provide increasingly intensive interventions to the identified needs of individual students.

## Prevention Description

**All students** in the school receive support for their academic, behavioural and social development. Focus is on the whole-school implementation of both the Australian Curriculum and clear behavioural expectations, underpinned by the school's OPTIMA Code. This involves:

- Explicitly teaching behaviours in the setting they will be used;
- Being consistent when addressing inappropriate behaviour, while taking developmental norms, cultural differences and behavioural function into account;
- Providing refresher lessons through the CARE program and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;
- Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in support may be made;
- Engaging in Tier-one wellbeing support programs;
- All students participating in Year Level activities where the Student Code of Conduct is covered in explicit detail so consistent messages and expectations are received.

**Some students** require more intense targeted instruction and support providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

This additional support builds on the lessons provided to all students and may prevent the need for more intensive interventions. The support is provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behavioural expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations;
- Interventions require little time of classroom teachers and are easy to sustain
- Variations within each intervention are limited
- Interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need).



**A few** students require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. This individualised support continues to build on the lessons and supports provided to all students and some students listed above. The support becomes more individualised and more intensive until teams can identify what is needed for a student to be successful. This type of support is based on the underlying reasons (function) for a student's behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

## Consideration of Individual Circumstances

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

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

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

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

Palm Beach Currumbin State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with the Junior or Senior Secondary Administration teams or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

## Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Palm Beach Currumbin State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages as well as wide-reaching respectful relationship education and social and emotional wellbeing programs through targeted year-level interventions.

## Reasonable Adjustments

Palm Beach Currumbin State High School documents the reasonable adjustments they are making for students on OneSchool. This is a school-based decision. Documenting reasonable adjustments provides information for all staff members to ensure reasonable adjustments are provided consistently as required to ensure the student is accessing and participating as fully as possible across all their learning areas or subjects. Options for documenting personalised learning and reasonable adjustments include:

- Using the OneSchool Personalised Learning record.
- Using the OneSchool Student Plan Support Provision functionality to create a support plan (or attach a support plan that is created on a word template).
- Creating a school-based planning template that records differentiation and reasonable adjustments that occur throughout a unit.
- Using the OneSchool Class Dashboard (and Student Notes) functionality to record class groupings and individualised support and reasonable adjustments.
- Working with the student, their family and medical professionals to apply for AARA's (Access Arrangements and Reasonable Adjustments) for assessment where necessary.

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

## Flexible Learning Space

We offer a fully inclusive model of education with the goal of having all students engaged in mainstream classrooms. However, we also understand that, at times, these same classrooms can be noisy, bright, and busy with lots of movement. We also know that not all students are 'ready to learn' when the school bell rings, signalling that it is time to enter a classroom.

We do offer a Flexible Learning Space (FLS) as a Tier 3 intervention program, having developed this in response to the growing number of students with sensory processing disorders, Autism or ADHD diagnosis, anxiety disorders, and complex trauma. Students who are eligible for this support measure will

have a recorded OneSchool Support Provision already in place and will be referred to this program by the relevant Deputy Principal with liaison with key stakeholders.

The FLS is supervised by specialist teachers, that students can access once referred on a timetabled basis. Referred students may be struggling with a combination of:

- Disengagement from school as evidenced by attendance issues (significant absenteeism and lateness)
- Anxiety
- Complex trauma
- Social concerns
- Mental health concerns (at risk / safety)
- Disability

When in the FLS students engage in a range of activities, specific to their needs. These include:

- Independent study via OneNote in a quiet and controlled environment,
- Literacy and / or Numeracy Intervention, or
- Social skilling and / or self-regulation.

The goal of the FLS is to reengage students back into mainstream classrooms as quickly as possible. Students must remain engaged with timetabled lessons as required, even in the instance they are timetabled into FLS. Considerations such as ability to complete academic tasks and remain QCE/QCIA-eligible will be managed by the referring Deputy Principal.

### **Policy and expectations**

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

### ***Drug and alcohol education and intervention***

Palm Beach Currumbin State High implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. Engagement with any of these may face disciplinary consequences as per the Student Code of Conduct. Preventative education is delivered to encourage the health and safety of students, staff and the wider community. Any Year 7 to 12 student who is disciplined for a drug-related incident has two mandatory YODA counselling support sessions and the option of continued support. YODA sessions also play a key role in the delivery and ongoing support of students who are required to attend Vaping Intervention Programs as a result of vaping concerns.

### ***Specialised health needs***

Palm Beach Currumbin State High works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### ***Medications***

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Palm Beach Currumbin State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

### ***Mental Health***

Palm Beach Currumbin State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#). Students who identify as requiring support with their mental health are ably supported through our Student Management processes, led by the Guidance Officers. Students with active Mental Health Care Plans (MHCP) may be supported by the school-based psychologist on referral.

### ***Suicide Prevention***

Palm Beach Currumbin State High school staff who notice suicide warning signs in a student should seek help immediately from the Junior Secondary school Guidance Officer, Senior Secondary Guidance Officer or other appropriate staff. Key staff who work within student wellbeing are trained in managing students with immediate suicidal ideation and/or risk.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Palm Beach Currumbin State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### ***Suicide Postvention***

In the case of a suicide of a student that has not occurred on school grounds, Palm Beach Currumbin State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Palm Beach Currumbin State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

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

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

Parents who would like more information about the student support roles and responsibilities should contact the Junior or Senior Secondary Administration buildings, or refer to the school website.

Role	What they do
CARE Teacher	<ul style="list-style-type: none"> <li>• Supports students on a daily basis and informally monitors attendance, wellbeing and behaviour.</li> <li>• Responsible for the delivery of the Positive Education Curriculum and practices within Positive Behaviour for Learning frameworks</li> </ul>
Head of House	<ul style="list-style-type: none"> <li>• Provides opportunity to engage with school community through participation in Positive Education curriculum and key House events.</li> <li>• Responsible for tracking attendance and engagement within each House through CARE classes and responds to concerns raised by CARE staff</li> </ul>
Head of Department – Positive Education	<ul style="list-style-type: none"> <li>• Oversees the design, direction and implementation of the Positive Behaviour for Learning framework and Positive Education Curriculum</li> <li>• Implements targeted intervention programs designed to support all students with wellbeing and behavioural requirements</li> <li>• Works with school staff in implementing the Student Code of Conduct and associated frameworks in each classroom</li> </ul>
Head of Year	<ul style="list-style-type: none"> <li>• Responsible for the daily monitoring of student wellbeing and attendance across all year levels</li> <li>• Part of student case management in relation to engagement and behaviour</li> <li>• Provides continuity of contact for students and their families throughout their schooling</li> <li>• Nurtures belonging and ensures students feel safe and comfortable and want to come to school</li> <li>• Responsible for the positive reinforcement of school policy and execution of year-level assemblies and cultural activities</li> </ul>
Head of Department Student Engagement	<ul style="list-style-type: none"> <li>• Leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• Monitors, and leads intervention on student engagement data to identify areas of additional need</li> <li>• Plays a key role in linking students to internal wellbeing supports (GO, Social Worker, Psychologist etc)</li> <li>• Maintains strong relationships with the parent and wider community, designed to further support students</li> <li>• Supports students in their pathways both within and outside the school community</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• Monitors the social and emotional wellbeing of targeted groups of students</li> <li>• Provides support to students identified through case management processes</li> <li>• Liaises with key community members to further support the school</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• Liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> <li>• Involved in complex case management and other support interventions as required</li> <li>• Liaises with key stakeholders for major wellbeing concerns, integration into school community or engagement with external supports</li> </ul>

Social Worker	<ul style="list-style-type: none"> <li>• Works closely with individual students as referred through OPTIMA teams, as well as their families.</li> <li>• Can provide ongoing support for families including liaison with external agencies to support families and encourage the health, wellbeing and engagements of our students.</li> </ul>
Inclusion Coordinator	<ul style="list-style-type: none"> <li>• Inclusion Coordinators help support the academic, wellbeing and overall engagement of students across the school with a verified disability</li> <li>• Work within our Flexible Learning Space to provide targeted and expert support, catering to all students' needs</li> <li>• Provide extensive support for all assessment as guided by AARA's, including the organisation and execution of External Exams</li> <li>• Manage students who are completing a QCIA or are supported by an ICP</li> <li>• Contribute to decision making and personalised learning support for students included on the NCCD</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• Leads group and individual wellbeing sessions that are both targeted and supportive to the needs of our students</li> <li>• Supports student wellbeing through the delivery of intervention programs and support of wide-spread programs including Growing Good Humans</li> </ul>
Deputy Principal	<ul style="list-style-type: none"> <li>• Oversees the monitoring and management of student attendance, behaviour, wellbeing and engagement across the school</li> <li>• Oversees and leads the implementation of intervention programs for specific groups of students or cohorts</li> <li>• Supports the implementation of Positive Behaviour for Learning frameworks that determine student success, as well as the implementation of the Positive Behaviour curriculum</li> <li>• Coordinates transition to secondary for students moving from Year 6 to Year 7 and post-schooling pathways</li> <li>• Leads all school staff in implementing the Student Code of Conduct and associated frameworks both inside and beyond the classroom</li> <li>• Oversees events and programs that can be intrinsically linked to school culture and development</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs</li> </ul> </li> </ul>
School-based Psychologist	<ul style="list-style-type: none"> <li>• Provide individual wellbeing support to students as referred and subject to approved Mental Health Care Plan (MHCP)</li> <li>• Supports students in overcoming barriers and educate regarding relationships, conflict, social and emotional wellbeing, mental health support and complex trauma</li> </ul>
SER Registered Nurse	<ul style="list-style-type: none"> <li>• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>• Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>

It is also important for students and parents/caregivers to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Physiotherapist, Occupational Therapist, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers (Vision and Hearing impairment) and Senior Guidance Officers.

## Whole School Approach to Discipline

Palm Beach Currumbin State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms 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.

At Palm Beach Currumbin State High School we believe strongly in our governing frameworks that underpin our approach to managing student behaviour and are responsible for ensuring all of our students understand what it means to be a 'Red', a student who typifies the core values of our school in their everyday life. All staff and students are well-versed and familiar with these underpinning philosophies, namely:

- The OPTIMA Code – *Be Safe, Be Respectful, Be A Learner*
- Our school motto, 'Nil Sed Optima' – *Nothing But The Best*
- Being a Red – *Rise Every Day Stronger*
- Restorative Practice
- Positive Education

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

Within the operation of the school, PBL matters are discussed regularly through fortnightly meetings, local known as PCL meetings (Positive Culture for Learning). These meetings are attended by representatives from all facets of the school – the Executive Principal, Deputy Principal, Head of Department, teachers, non-teaching staff and parents. These meetings are chaired by a PCL Coach who is mentored by a Regional PBL Manager.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with either the Junior or Senior Secondary Administration.



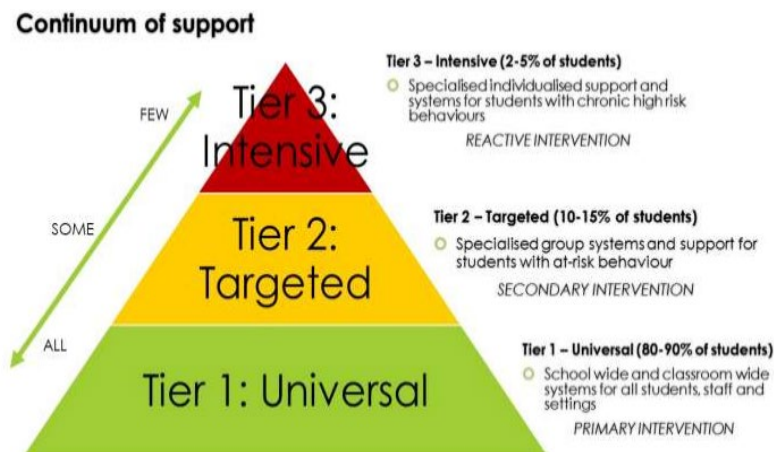
## Positive Behaviour for Learning Framework (PBL)

Palm Beach Currumbin State High School is a PBL (Positive Behaviour for Learning) school. PBL is an evidence-based problem solving framework or process comprised of research validated support practices and organisational systems for establishing the social culture, learning and teaching environment and individual behaviour support needed to achieve positive academic and social outcomes for all students. This framework is overseen locally by the Positive Culture for Learning (PCL) team containing administration, teaching staff, non-teaching staff and parent representatives.

The PBL model seeks to increase student and staff connectedness to the school while also positively affecting the relational culture within the school to develop the most efficient and effective learning environment.

Building and sustaining a school-wide positive behaviour system is a tiered response to supporting students:

- Tier 1 is the foundation on which the other two tiers are built. It looks at the support systems and processes across the whole school – things that impact on all students and adults.
- Tier 2 looks at interventions for students who require additional behaviour and learning support.
- Tier 3 looks at more individualised and intensive support for students who experience chronic, severe and challenging behaviour.





# PBC OPTIMA CODE

	BE SAFE	BE RESPECTFUL	BE A LEARNER
<b>IN OUR CLASSROOMS</b>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Proudly wear the correct uniform, suitable for the subject I am studying.</li> <li>Follow the safety expectations and directions of my teacher.</li> <li>No food, drinks or gum in class.</li> <li>Store my personal belongings appropriately and as directed.</li> <li>Report all safety incidents to a staff member.</li> </ul>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Follow the PBC Mobile Device Policy, "away for the day".</li> <li>Show respect and consideration for staff, students and visitors at all times.</li> <li>Follow all staff instructions.</li> <li>Value the opinions of others.</li> <li>Behave in a manner that reflects the values of our school.</li> <li>Use appropriate language at all times.</li> </ul>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Attend every class, every day, and on time.</li> <li>Am ready to learn with the equipment I need for each lesson, including a charged laptop.</li> <li>Check my school emails and student notices daily.</li> <li>Actively engage in learning and positively contribute to my class.</li> <li>Catch up on classwork if I have been absent.</li> <li>Seek and use teacher feedback.</li> <li>Submit all homework, drafts and assessment on time.</li> </ul>
<b>IN OUR SCHOOL</b>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Remain in my eating area and within school grounds at all times.</li> <li>Interact with others safely, with no physical contact (hands off, feet off).</li> <li>Use sports equipment in the appropriate areas and always as directed by staff.</li> <li>Report outsiders that are on school grounds to a staff member.</li> <li>Report inappropriate behaviours to a staff member.</li> <li>Abide by all laws at all times in relation to possession/use of both legal and illegal substances.</li> </ul>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Follow the PBC Mobile Device Policy, "away for the day".</li> <li>Respect the directions of all staff members, at all times.</li> <li>Calmly and respectfully conduct myself in canteen lines.</li> <li>Respect and value our school facilities and amenities, and report any damage immediately.</li> <li>Use appropriate language at all times.</li> <li>Dispose of litter and food waste in a sustainable manner, in the bins provided.</li> </ul>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Attend every day, and inform the school if I am absent for any reason.</li> <li>Adhere to the correct sign-in and sign-out processes when required.</li> <li>Maintain professional etiquette in all assemblies, gatherings and school events.</li> <li>Respond to school bells and emergency signals, including remaining in class until the end of each lesson.</li> </ul>
<b>IN OUR COMMUNITY</b>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Report bullying, safety and social concerns impacting myself or my peers to staff, or through Strymie.</li> <li>Interact safely within the community, obeying all laws and rules.</li> <li>Commute to and from school safely and abiding by law; including when I am walking, riding, catching a bus or driving myself.</li> <li>Report safety concerns or damage to our school and our facilities immediately.</li> </ul>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Conduct myself in a manner which reflects and represents the values of our school.</li> <li>Use social media correctly and legally, understanding that my actions online can impact my school community.</li> <li>Respect all people and property within our community.</li> </ul>	<p><b>AS A PBC STUDENT, I.....</b></p> <ul style="list-style-type: none"> <li>Represent our school with pride as an active member of our local community.</li> <li>Participate and engage in school events, House initiatives and extra-curricular activities.</li> <li>Engage in work experience, part-time work, traineeships and apprenticeships with pride and an understanding of my ongoing commitment to school.</li> </ul>

**NIL SED OPTIMA: NOTHING BUT THE BEST**

## Rights and Responsibilities

We believe all members of our school community – students, parents and teachers – have rights and responsibilities that must be upheld to ensure that we are able to be safe, be respected and to learn in a supportive school environment where the nine values of Australian schooling are modelled and encouraged.

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
<p>To be ...</p> <ul style="list-style-type: none"> <li>• Educated</li> <li>• Respected by peers and teachers</li> <li>• Safe</li> <li>• Encouraged to express themselves</li> <li>• Able to contribute</li> <li>• Treated fairly</li> <li>• Protected against discrimination and/or bullying</li> </ul>	<p>To ...</p> <ul style="list-style-type: none"> <li>• Pursue excellence within a supportive educational environment that is conducive to learning. (Doing your best)</li> <li>• Care for one's own and others' safety and to expect that same standard of care from others. (Care and compassion)</li> <li>• Express honest views in a respectful, sincere manner and to understand procedures affecting the student. (Honesty and trustworthiness)</li> <li>• Actively contribute to the school planning and operations to pursue the protection of the common good. (Fair go)</li> <li>• Create and foster positive/productive peer relationships (Care and compassion)</li> </ul>
PARENTS' RIGHTS	PARENTS' RESPONSIBILITIES
<p>To be ...</p> <ul style="list-style-type: none"> <li>• Informed honestly of your child's progress and immediately of any problems concerning your child.</li> <li>• Given the respect to voice an opinion and participate in the development and planning of the school's operation.</li> <li>• Kept regularly informed of changes to class programs, school policies and general school activities.</li> <li>• Given the freedom to contact the school at any time regarding your child's progress.</li> </ul>	<p>To ...</p> <ul style="list-style-type: none"> <li>• Be responsible for your child's health, care, safety and guidance. (Responsibility)</li> <li>• Encourage your child to be respectful, to show understanding, and to appreciate the value of education. (Respect)</li> <li>• Support the school's anti-bullying philosophy. (Responsibility)</li> <li>• Help your child do his/her best by creating a supportive learning environment at home. (Care and compassion)</li> <li>• Support teachers in their educational and management decisions. (Integrity)</li> <li>• Be honest and trustworthy in all dealings with your child and the school community. (Honesty and Trustworthiness)</li> </ul>
TEACHERS' RIGHTS	TEACHERS' RESPONSIBILITIES
<p>To be ...</p> <ul style="list-style-type: none"> <li>• Treated with respect.</li> <li>• Allowed to teach in a classroom free from disruption.</li> <li>• Entitled to care and compassion.</li> <li>• Protected from abuse.</li> <li>• Given the opportunity to seek professional development.</li> <li>• Provided with the resources necessary for an understanding, tolerant and inclusive learning environment.</li> <li>• Encouraged to contribute with integrity to the planning process and operation of the school.</li> </ul>	<p>To ...</p> <ul style="list-style-type: none"> <li>• Contribute to a school environment which encourages students to do their best in order to maximize their educational opportunities. (Doing your best)</li> <li>• Act with understanding, tolerance and inclusiveness to their professional best. (Tolerance and inclusion)</li> <li>• Establish and implement rules, procedures and consequences in a fair and consistent manner. (Fair go)</li> <li>• Provide a positive, caring and compassionate environment within the classroom and school community. (Care and compassion)</li> <li>• Communicate honestly with students and parents. (Integrity)</li> <li>• Monitor and act upon bullying behaviour between students (Integrity)</li> </ul>

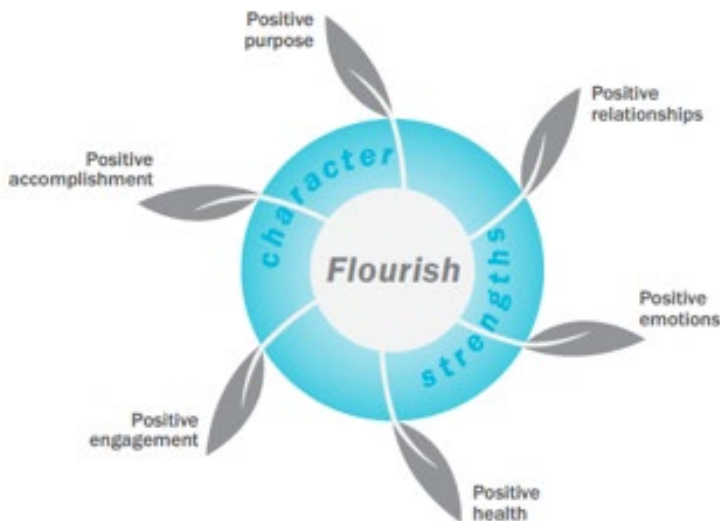
## Our school community believes that:

1. It is reasonable to have high expectations of our students and that they will, at all times, act in a manner that will bring credit to themselves, their families and the school.
2. Behaviour is learned and that when behaviour is inappropriate, new behaviours can replace old.
3. Behaviour management should aim to promote self-discipline and positive behaviours
4. Positive Education is utilised to reinforce the expected behaviours
5. Individuals are responsible for their behaviours and are capable of problem solving to “make it right”. Therefore, our preferred model for behavioural consequences is based upon restorative practice where possible.
6. Early intervention and a progression of consequences from least to most intrusive is the best way of reducing inappropriate behaviour.
7. School Disciplinary Absences, while sometimes necessary, should be seen as the final stages in a positive and supportive educational environment.

## Positive Education Curriculum

Positive Education, based on Dr Martin Seligman’s model of Positive Psychology, is a movement with strong support from both the higher education and independent education sectors. Positive Education focuses on strengths and behaviours that promote the attainment of personal attributes such as grit and gratitude that enable individuals to flourish.

Positive Education provides approaches that at PBC form the basis of the PBL Tier 1 school wide approach. The approaches adopted from Positive Education, can be summarised through the acronym coined by Seligman as PERMAH; Positive Emotion, Positive Engagement, Positive Relationships, Positive Meaning, Positive Accomplishment and Positive Health. Each of these element can be broken down into tangible school wide classroom practices. An example may include the building of a positive relationship through a student being connected to a CARE Teacher. The CARE class curriculum also draws on elements of the PERMAH model designed to help kids develop evidence-based skills that help them develop resilience and coping strategies.

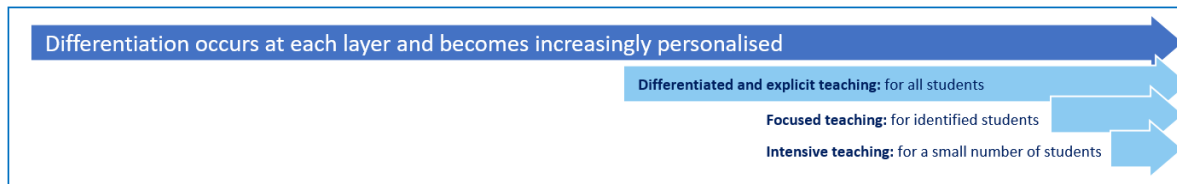


*Left Hand Diagram:  
Depicts the Positive Education model based on Seligman’s acronym PERMA with the addition of Positive Health. Each element can be broken down to list school wide practices that are connected through a student’s understanding of their own character. With each element practiced consistently the idea is that a student is supported to flourish meaning to have optimum wellbeing.*

## Differentiated and Explicit Teaching

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

Teachers at Palm Beach Currumbin High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Palm Beach Currumbin High School uses the New ASOT pedagogical framework to guide teaching and learning, alongside PBL, to provide the school with a language that facilitates student's responsibility for their learning behaviours. These two frameworks compliment and reinforce expected teacher and student actions in creating a disciplined and positive learning environment.

## Focused Teaching – Support Provisions

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. Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Palm Beach Currumbin High School to provide focused teaching.

Palm Beach Currumbin High School has a range of student support staff to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school implements the following to address specific skill development for some students:

- Targeted Case Management
- Youth Support Counselling
- MEGA
- Year 10 Mentoring
- Potential Through Tenacity
- Chasing The Sun
- Equine Therapy
- Vaping Intervention Program
- YODA
- Growing Good Humans
- Restorative Practices
- Support Plans – (Wellbeing, Behaviour, Flexible, Safety and DIP)
- School Based Youth Health Nurse
- School Chaplain / Youth Support Coordinator
- Social Worker / Guidance Officer
- School Based Psychologist

## Intensive Teaching – Complex Case Management

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 teachers and support staff, 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, complex needs assessment and support plans, plus multi-agency collaboration, may be provided to support the student complex. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual complex case mentor, typically the relevant Guidance Officer, at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. Students who require intensive support may also be supported by our Flexible Learning Space, at the discretion of the relevant Deputy Principal.

## Disciplinary Consequences

The disciplinary consequences model used at Palm Beach Currumbin State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Some students 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 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.

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

For a complete matrix of identified problem behaviours, please see Appendix A.

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This type of behaviour may include: late to class, non-completion of homework, minor class disruptions and minor non-compliance:

- Practice of the 10 Essential Skills of Classroom Management
- 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 and redirection (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class

- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## Focused

Class teacher is supported by other school-based staff to address in-class/school problem behaviour. Behaviours may include truancy, breaches of Communications and Device Policy, non-compliance, refusal to participate in program of instruction, leaving the classroom without permission, persistent uniform infringements, and inappropriate language:

- Referral to HOD (curriculum non-compliance) or Deputy Principal (behavioural disruption)
- Afternoon detention / community service as directed by Head of Year
- Saturday detention as directed by the Deputy Principal
- Individual Behaviour Management Plan (support strategy)
- Counselling and guidance support
- Self-monitoring plan or Check in Check Out strategy
- Stakeholder meeting with parents and external agencies
- Teacher coaching and debriefing
- Functional Behaviour Assessment (BAR)
- Disciplinary Improvement Plan (DIP)
- Addition to behavioural case management processes
- Enforced provisional status and/or removal from an Excellence Program

## Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. Examples of such behaviour may include: dangerous behaviour, physical misconduct, possession of banned items, damage/vandalism, theft, verbal misconduct, bullying, substance use/misuse/possession, any unlawful behaviour or serious incidents of misconduct or conduct prejudicial to good order and management of school whether occurring in or outside of school grounds or hours. This may include:

- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge-related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Executive Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Students who participate in behaviours involving drugs – use, supply or possession either during or outside school hours are participating in serious illegal behaviours, which are regarded as posing a very high risk to our school environment. Such behaviour is clearly prejudicial to good order and management of our school.
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.



## Minor v Major Behaviour

At Palm Beach Currumbin State High School, concerning behaviours can be considered either minor or major. Minor behaviours are defined as those that a teacher can manage using behaviour management strategies. When required, the teacher may contact the parent and inform them of the behaviour and of any appropriate consequences (i.e. lunch detention, stakeholder meeting etc). Major behaviours are those that are more serious or repetitive minor behaviours that a teacher should no longer manage and needs to be referred to a relevant Head of Departments (for academic non-compliance) or to the Deputy Principal (for all other behavioural concerns). The below table outlines some of the concerning behaviours and their categorisation to ensure accurate and consistent behavioural referral. A glossary of all behaviours governed by the Student Code of Conduct can again be found in Appendix A. In all instances when applying behavioural consequences, consideration of an individual's circumstances will always apply.

Minor Behaviour	Major Behaviour
<p><b>Academic Concerns</b></p> <ul style="list-style-type: none"> <li>Lacking appropriate equipment (not ready to learn)</li> <li>Homework not completed</li> </ul>	<p><b>Academic Concerns</b></p> <ul style="list-style-type: none"> <li>Non-submission of draft/final assessment as outlined in the PBC Assessment Policy</li> <li>Breach of Academic Integrity (i.e. cheating/plagiarism)</li> <li>Misuse of AI</li> <li>Persistent minor academic concerns</li> </ul>
<p><b>Behavioural Concerns</b></p> <ul style="list-style-type: none"> <li>Late to class</li> <li>Disruption to class</li> <li>Non-compliance/disrespect</li> <li>Refusal to participate in a program of instruction</li> </ul>	<p><b>Behavioural Concerns</b></p> <ul style="list-style-type: none"> <li>Persistent minor behavioural concerns</li> <li>Continued refusal to participate in a program of instruction</li> <li>Acts of intimidation/aggression</li> <li>Incidents occurring on PGD or in the community</li> <li>Verbal abuse of any member of the school community</li> <li>Physical misconduct/unsafe behaviour (including weapon use)</li> <li>Possession/use of prohibited substances/items</li> </ul>

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Executive 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 Palm Beach Currumbin State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Executive Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Executive 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 Palm Beach Currumbin State High School are invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. Discussion and planning around how to best support the student with re-integration into their curricular classes is a focus of this meeting. The re-entry meeting will be an opportunity for all stakeholders to discuss support provisions available to the student to ensure successful integration back into the school community. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as a Guidance Officer may also offer important advice to ensure a successful outcome to the re-entry meeting.

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

## **Out of School Hours Detention (Saturday Detention)**

Since Semester 2, 2023 Palm Beach Currumbin State High School have trialled an out of school hours detention process, endorsed by the school's LCC and P&C.

The primary purpose of Saturday detentions is to provide an alternative consequence for students who have engaged in behaviour that is in breach of the PBC Student Code of Conduct, that would have otherwise resulted in a short (1-10 day) Student Disciplinary Absence (SDA). The inclusion of Saturday Detentions as an alternate consequence to suspension allows all students to maximise their learning and attendance at school, despite the behavioural breach.

In attending a Saturday detention, students are afforded the opportunity to engage in productive extra-curricular learning and upskilling courses, while:

- a) Completing their disciplinary consequence for inappropriate behaviour
- b) Mitigating the amount of learning time lost due to an SDA.

Saturday detentions operate 8-9 weeks per time (typically Weeks 1-9) and run for a total of 3 hours. Staffing will include 2 teachers as well as a member of the Executive School Leadership Team on call.

### **Protocols for Out of School Hours - Saturday Detentions**

PBC staff will follow the current Management of Disciplinary Matters flowchart, in alignment with our Student Code of Conduct for managing behaviours at PBC. Once referred to the relevant Deputy Principal, the decision to assign a Saturday detention where appropriate will be issued and recorded on OneSchool.

Saturday Detentions will be communicated to parents 5 days prior to the day of detention. Parents/caregivers are able to seek in writing as late as 2 days prior to the scheduled detention, one rescheduling of the detention date. If a student seriously breaches PBC Student Code of Conduct prior to the completion of an assigned Saturday detention, a minimum 5-day suspension will instead be issued. Confirmation of attendance must be received 2 days prior to detention date. (Where students and/or parents refuse or do not respond, a minimum 5 day SDA will be re-instated). The attendance roll for each Saturday Detention will be finalised by COB Friday prior to detention.

On the day of detention students are to present in full school uniform to the 'Check in Area' at 8:30am and sign in with supervising staff. Students will then move to the library where they will complete their coursework to a satisfactory standard; thus, completing their Saturday detention. All students will be signed out from the 'Check in Area' at 11:30am.

During Saturday Detentions, students are required to:

- Present to the 'Check in Area' on time and in full school uniform (Blue)
- Check-in mobile phone and/or other internet-capable devices upon entry
- Complete set course work during the allocated 3-hour time period
- Adhere to PBC Student Code of Conduct at all times.

### **Process for unsatisfactory completion**

Whilst students are in attendance at a Saturday detention the highest standard of compliance and behaviour are expected. Failure to adhere to outlined expectations for Saturday detentions will result in the immediate requirement for the student to be signed out of school grounds. This will also result in the re-instatement of a minimum 5-day suspension as per the PBC Student Code of Conduct.

Frequently Asked Questions regarding Out of School Hours detentions can be found in Appendix B.

# Legislative Delegations

## Legislation

In this section of the Palm Beach Currumbin State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

Under the Education (General Provisions) Act 2006, state school Executive Principals are responsible for “controlling and regulating student discipline in the school”.

Executive 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.

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

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

## 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 Executive Principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Executive 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 Executive 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.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the Executive Principal should retain the property for handing to police. The following items are explicitly prohibited at Palm Beach Currumbin State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives of any type, throwing stars, brass knuckles, chains, chisels, laser pointers)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, scissors, wire, rope)
- drugs\* (including tobacco, smoking implements, nitrous oxide cartridges, vape pens, e-cigarettes, recreational pills, pod vapes, box mods, vaporizers and illicit substances)
- 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, items with profane language)
- inappropriate or offensive material stored on a device or cloud-based service accessed by a device

\* 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).

If the property is not illegal, but contravenes PBC policy (including items of clothing in breach of the Uniform Policy as well as devices in breach of the Communications and Device Policy) staff are able to confiscate the item for a reasonable period of time. The staff member must make clear to the student when and where the item may be collected. In most cases, collection will be from the office of a Deputy Principal or Head of Year.

## Responsibilities

### Staff at Palm Beach Currumbin State High School:

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

### Parents of students at Palm Beach Currumbin State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Palm Beach Currumbin 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 Executive Principal or staff delegate that the property is available for collection.
- Be aware that student property, if deemed a reasonable action, may be seized by the police.

### Students of Palm Beach Currumbin 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 Palm Beach Currumbin State High School Student Code of Conduct
  - contravenes the OPTIMA Code
  - contravenes the Communications and Device Policy
  - 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 Executive Principal or school staff it is available for collection.

## Use of mobile phones and other devices by students

### Away for the Day Mobile Devices Policy

We believe in preparing students for the future and that electronic communication devices have a place in society, but should not deter from one's learning or positive social interactions. These principles are in alignment with the state-wide implementation of the *Away For The Day* directive, effective as of January, 2024. With reference to Queensland Government guidelines detailed in '*Away for the day: Advice for state schools on student use of mobile devices*', PBC students must keep mobile phones switched off and 'away for the day' during school hours, and during designated times when attending school activities, such as representative school sport, excursions and camps.

#### 'Away for the day' aims 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.

Palm Beach Currumbin State High School is the workplace for more than 200 staff and 2600 students; as a result, we believe that the behaviours modelled in the workplace should reflect common practices in greater society, including expectations and conduct relating to the use of devices. Devices remain the responsibility of individuals at all times, the exception being when a student is required to hand their device into the office in accordance with the [Temporary removal of student property by school staff procedure](#). Students are encouraged to keep devices in a secure place, such as a school bag, on their person or simply left at home. Students will be permitted to use their mobile devices as a form of payment at the school canteen, under the strict condition that they immediately switch the device off and place it away upon leaving the canteen. Students are permitted to bring mobile phones and personal electronic devices such as laptops to school under the conditions outlined below:

All students must adhere to the following expectations:

- Mobile phones are not to be used during school hours, in any year level. Mobile phones must be switched off and stored in a student's school bag, stored safely on their person or left at home.
- Devices must not be used for listening to music, communicating or engaging in social media during school hours.
- Personal headphones (wired and unwired) must not be used or visible during school hours. Students will be instructed to hand these to Administration with their mobile phone if used without an exemption during school hours.
- When in class, laptops must only be used with teacher consent. Teacher-approved and planned device use is aimed to assist and enhance learning experiences.
- Smartwatches may be worn during school hours, providing that notifications are switched to off. If smartwatches are used for communication purposes during school hours, students will be instructed to hand theirs into the office, as they would their mobile phone.
- Devices (including smart watches) must not be brought into examination rooms and must not present during informal/formal assessment, in line with the Assessment Policy.
- No photos, videos or voice recordings are to be taken at school, shared, forwarded, uploaded, sent, or stored unless specifically directed by staff.
- No photos, videos or voices of students or staff are to be shared, forwarded, uploaded, sent, or stored on devices.

- Devices should not be used to download, distribute or publish offensive/sexual messages or pictures
- Devices should not be used to publish obscene, abusive, inflammatory, racist, discriminatory or derogatory language as well as any language/threats that may amount to bullying, harassment, violence or stalking
- The PBC name and logo must not be used without permission of the Executive Principal.

**Students who breach the *Away for the day* policy** will be subject to appropriate behavioural consequences as outlined in the PBC Student Code of Conduct and Mobile Device Management policy. Behavioural consequences for breaches of this policy include:

- Instruction for students to hand in their device, to be collected at the conclusion of the school day, as per Temporary Removal of Student Property policy.
- Referral by classroom teacher to Deputy Principal as per Student Code of Conduct

**Limited exemptions** to the *Away for the day* policy will be granted as the discretion of PBC Campus Principals and Deputy Principals. Exemptions will be formally recorded as a student support provision and be granted only where:

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

Parents and guardians are required to contact students during school times through the relevant school administration buildings only.

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 Palm Beach Currumbin State High School Student Code of Conduct. In addition, students and their parents should:

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



## Preventing and responding to bullying

Palm Beach Currumbin State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Concerns regarding bullying, the promotion of safe relationships and the impact bullying of all types can have are regularly delivered through Student Management teams and the CARE curriculum. At Palm Beach Currumbin State High we aim to:

- Provide a safe, supportive, respectful and inclusive learning environment
- Encourage positive and caring relationships
- Take appropriate action to deal with and deter bullying
- Record and monitor bullying incidents
- Implement an ongoing intervention program through our student wellbeing/support team

### Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Palm Beach Currumbin State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Any form of harassment, no matter how minor should be brought to the attention of the Student Management Team (Head of Year, Dean of Students, Deputy Principal) by members of the immediate and extended school community as soon as possible. All breaches of the OPTIMA Code and Student Code of Conduct will be dealt with accordingly as per the Management of Disciplinary Matters.

Our **students** will:

- Actively listen, observe and communicate any concerns they have for themselves or someone close to them
- Report concerns of any kind to the appropriate staff member, or anonymously via Stymie
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation
- Understand the role and responsibility of all students as part of a functioning, safe and supportive community
- Continue to support each other and monitor even after intervention.

Our **staff** will:

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable, listen to the student and ask what they can do to help
- Act appropriately to the student's concern and report as required
- Provide advice, intervene and monitor.

Our **parent** community will:

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying.

PBC is diligent and proactive in its approach to keeping the school free from bullying behaviour.

### **Stymie - Working to Stymie The Cycle of Teenage Bullying and Harm**

[www.stymie.com.au](http://www.stymie.com.au) encourages students and members of the Palm Beach Currumbin State High community to support students and/or peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm. You can also make notifications about illegal activity and any other kind of harm to your school community.

These are anonymous alerts sent to Stymie and are designed to help keep our young people safe. If a friend is being harmed in any way – let someone know. The first conversation we have, will be with the student who is experiencing harm - they will know they are not alone.

PBC is committed to supporting all students in being able to make positive choices about bullying and harm in our community.

### **Cyberbullying**

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

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 Palm Beach Currumbin State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant Junior Secondary or Senior Secondary Administration.

## Appropriate use of social media

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

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

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

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

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

# 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](#).

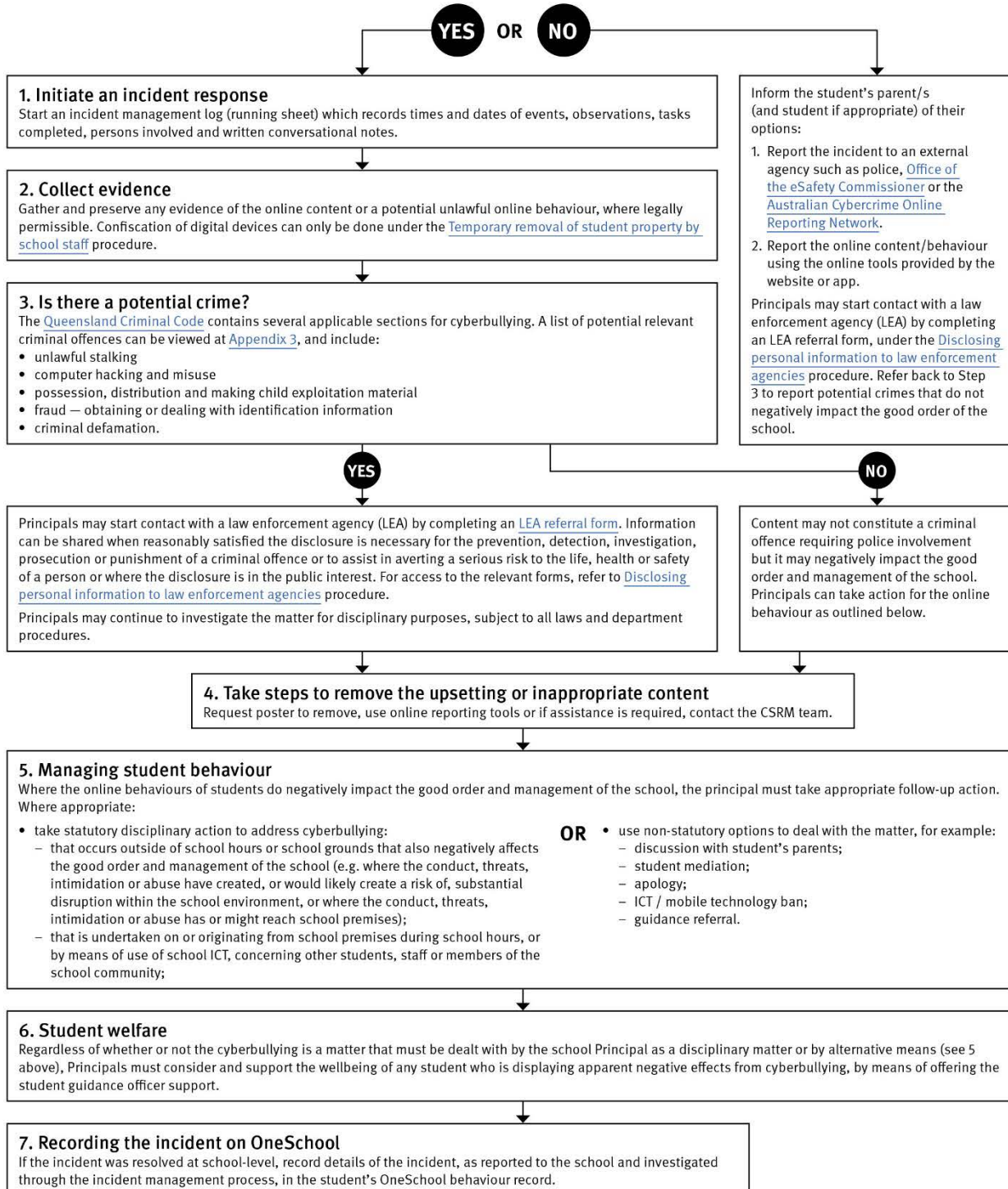
## Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



# Restrictive Practices

School staff at Palm Beach Currumbin 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 wellbeing. There are six fundamental principles:

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student 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](#)
- [Away for the Day – Education Queensland Device Policy](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Palm Beach Currumbin State High Website](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Stymie](#)
- [Vaping – for parents and young people](#)

## Conclusion

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

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

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

- 1. Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Executive Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- 2. Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority  
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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

## Appendix A: Types of Problem Behaviours

Problem Behaviour	Definitions
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Occupational Abuse	Offensive language directed at a staff member
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying (includes cyber-bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Bullying	Ongoing bullying and/or intimidation of others.
Defiance	Student refuses to follow adult directions.
Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.
Disrespect	Student is disrespectful or dismissive towards adults or students.
Occupational Disrespect	Student is disrespectful or dismissive towards adults.
Use/possession sexual items	Possession or sharing of pornographic material or sexual items/materials.
Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (full or partial) during school.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).
Dress code	Student wears clothing/items that is not within the dress code guidelines defined by the school.
Fighting	Student is involved in mutual participation in an incident involving physical violence.

Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.
Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.
Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.
Physical aggression	Student engages in actions involving physical contact with other children where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).
Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.
Occupational Violence	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community
Plagiarism	Student has signed a person's name or claims someone else's work as their own.
Property misuse	Student engages in misuse of property, which could include but not limited to behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.
Substance possession involving tobacco and other substances	Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.
Substance supply involving tobacco and other substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.

Substance possession involving illegal substances	Student is in possession of or is using illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bonges, papers, lighters, matches, pipes, needles, syringes.
Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bonges, papers, lighters, matches, pipes, needles, syringes, scales and “baggies”.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.
Misbehaviour	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.
Criminal Misbehaviour	An offense serious or otherwise for which the student has been charged.

## Appendix B: FAQ's Out of Hours Detentions

### What is detention?

Detention is a consequence that schools may use to address inappropriate student behaviour. Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community.

### Why do schools have these powers?

Detention is a disciplinary consequence that principals and teachers may use as an alternative to suspension or exclusion. Principals have the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour.

### What behaviour warrants a detention?

A detention is given for behaviour that is inappropriate. All schools have a Student Code of Conduct developed with the local community. This plan outlines the behaviours that may lead to a detention and what detention will look like at the school.

### Are there any restrictions?

Principals set the rules for detentions, including when and where they are to happen and for how long, based on the age and circumstances of the individual student. Detention is given to students in accordance with the school's Responsible Behaviour Plan for students and within the parameters outlined in the Safe, supportive and disciplined school environment procedure -

(<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>).

### What procedure is to be followed when giving detention?

All staff must follow the school's Student Code of Conduct when implementing disciplinary consequences. The Department supports schools to implement processes for out-of-hours detention through the Safe, supportive and disciplined school environment procedure –

(<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>).

### Are parents/caregivers involved in the process?

Parents/caregivers may be notified by the school's behaviour management team if a child is placed on detention during school hours, depending on the school's policy. If an out-of-school hours detention is considered an appropriate disciplinary consequence, the appropriate staff member must notify parents/caregivers the day, time and duration of the detention and the responsibilities of the student, parent/caregiver and school in relation to detention supervision arrangements.

### What happens if a student refuses to attend?

Consequences for behaviour are outlined in each school's Student Code of Conduct. If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a long suspension.

### Do schools receive additional resources to implement out-of-hours school detention?

Schools implement detentions within the current resources. Schools work with their local community to develop a continuum of support for students with challenging behaviour and to identify strategies that are meaningful to address inappropriate behaviour.