



Clermont State High  
School

# Student Code of Conduct 2020-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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## Endorsement

Principal Name:	Emelie Adams
Principal Signature:	<i>E Adams.</i>
Date:	<i>19/10/2020</i>

P/C President and-or School Council Chair Name:	Mrs Lynelle Appleton
P/C President and-or School Council Chair Signature:	
Date:	<i>19/10/20.</i>

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## Purpose

The Clermont State High School Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Clermont State High School developed the Student Code of Conduct in collaboration with our school community. At Clermont State High School we consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is School wide Positive Behaviour for Learning.

At Clermont State High School we follow our **RAR** expectations:

**Respectful** to students, teachers, staff and the learning environment

**Achieving** to the best of our ability

**Responsible** for the learning and safety of ourselves and others

*"Our mission as a Positive Behaviour for Learning school is to use school wide acknowledgement of positive behaviours and explicit teaching of expected behaviours to develop a safe and inclusive culture that promotes quality learning."*

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our School wide Positive Behaviour for Learning framework, shared expectations for student behaviour are plain to everyone, assisting Clermont State High School to create and maintain a positive and productive learning and teaching environment.

## Principal's Foreword

Clermont State High School is located in the town of Clermont, Queensland, established in 1862 and was one of the first inland settlements in the tropics. It is one of the most historic towns in Northern Australia. Steeped in history, Clermont State High School has had many transformations since its establishment in 1867. Our vision is clear and present in all aspects of the school.

"Learning Excellence in a Rural Setting" reflects our deep felt belief that regardless of location, all students have a right to access an excellent education.

Our vision of excellence is based on setting high expectations of our students and staff and consistently striving for excellence in performance. Quality teaching and successful learning is our top priority. In order to do this we adopt a research based pedagogical framework, focused on providing a high quality education designed to equip students for the future, enabling them to contribute socially, economically and culturally to a diverse society. We offer a diverse curriculum underpinned by literacy and numeracy in order to set students up for the changing world. The curriculum provides academic and vocational opportunities for all, and every effort is made to provide courses of study which cater for the needs of all students. We provide opportunities for all students, regardless of our rural location to engage in science, technology, engineering and mathematics (STEM), coding and robotics. At the heart of the culture of the school is our motto "Learning for Life". We believe in continuous learning and improvement for staff and students.

Clermont State High School staff take an educative approach to discipline and that behaviour can be taught, supporting diversity and inclusivity across the school community. We consider behaviour management to be an opportunity for valuable social learnings as well as providing an environment to maximise learning.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. It provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. Our three School wide Positive Behaviour for Learning expectations for student behaviour, Respectful, Achieving and Responsible, (RAR) enable the school to maintain and create a positive and productive teaching and learning environment, where all school community members have clear and consistent understanding of the expectations.

## P&C Statement of Support

As president of Clermont State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Miss Emelie Adams and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Clermont State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the 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 Clermont 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 Clermont 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.

## Consultation

The consultation process used to inform the development of Clermont State High School's Student Code of Conduct occurred in two phases.

In the first phase, we held a series of internal meetings with staff between July and September 2020. During these meetings, we examined a range of school behaviour policies and our School Wide Positive Behaviour for Learning program. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The second phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in October for endorsement. The P&C Association unanimously endorsed the Clermont State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Clermont State High School Student Code of Conduct, including parent information evenings, promotion through the school website, fortnightly newsletter and staff feedback and consultation. The Student Code of Conduct is available as a translated document to accommodate the diverse language needs within our school community.

## Review Statement

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

## Learning and Behaviour Statement

All areas of Clermont State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Clermont State High School is a Positive Behaviour for Learning school (PBL). Clermont SHS uses school wide acknowledgement of positive behaviours and explicit teaching of expected behaviours to develop a safe and inclusive culture that promotes quality learning. Shared expectations for student behaviour are plain to everyone, assisting Clermont State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our three expectations were developed in consultation with the whole school community. Respectful, Achieving and Responsible (RAR) are our expectations.

**Respectful** – to students, teacher, staff and the learning environment.

**Achieving** – to the best of our ability.

**Responsible** – for the learning and safety of ourselves and others.

These expectations are displayed throughout the school to support students in their academic and behavioural development. Focus is on the whole school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL). PBL is a multi-tiered system of support. There are 3 tiers.

**Tier 1** is prevention of behaviours by supporting students through teaching behaviours, being consistent when addressing challenging behaviour while taking developmental norms and behavioural function into account. It provides lessons and targeted recognition of behaviour throughout the school. Students and parents are consulted for their perspectives so improvements can be constantly reviewed and improved.

**Tier 2** is targeted support for some students (10-15%) providing more time and specialised services from a range of school-based support staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports and builds on the expectations provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of PBL expectations. The types of

interventions offered at this level will vary according to the needs of each Clermont State High 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)

**Tier 3** provides lessons and support for individualised services for a few students (2-5%) who require intensive support. Tier 3 supports are based on the underlying reasons for a student's behaviour. These supports include strategies to prevent problem behaviour, teach the student an acceptable replacement behaviour, reinforce the student's use of the replacement behaviour and minimise the payoff for problem behaviour. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## Consideration of Individual Circumstances

Staff at Clermont 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 equity, 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.

To ensure alignment with the Clermont Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Clermont State High School considers the individual circumstances of students when applying support and consequences by:



- promoting an environment which is responsive to the diverse needs of its students.
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time.
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
  - receive adjustments appropriate to their learning and/or impairment needs.

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice to ensure that responses are fair and equitable. This includes being advised why the proposed action is being taken and being given opportunities to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made.

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 principal to discuss the matter.

## **Student Wellbeing and Support Network**

Clermont State High School has a comprehensive Student Wellbeing and Support Network in place to help the social, emotional and physical wellbeing of every student. The wellbeing team meets fortnightly to discuss referrals presented to the team. Clermont State High School has an all-encompassing referral process, where referrals are considered and appropriate action recorded and actioned in a timely manner.

Students can approach any trusted school staff member at Clermont 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 Wellbeing and Support Network team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, at the school. Students at Clermont State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents / Carers
- Teachers
- Support Staff
- Administration Staff
- Heads of Department
- Head of Special Education Services
- Year Level Coordinators
- Youth Support Coordinator.
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- Community Education Counsellor

<b>Head of Departments</b> > Junior Secondary > Senior Schooling > Teaching and Learning	<ul style="list-style-type: none"> <li>• curriculum leadership</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors student attendance and behaviour data</li> <li>• student profiles and moderation</li> <li>• student academic achievement</li> </ul>
<b>Head of Special Education Services</b>	<ul style="list-style-type: none"> <li>• responsible for special education classes delivering educational services to students with a disability</li> <li>• support teachers in enabling students with a disability to access and participate in the curriculum. Their role requires liaison with parents, classroom teachers and therapists to ensure the educational priorities for students with disability are met.</li> </ul>
<b>Year Level Coordinators</b>	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to form, year level and school</li> </ul>
<b>Youth Support Coordinator</b>	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training.</li> <li>• support students to overcome barriers to education such as           <ul style="list-style-type: none"> <li>• attendance at school</li> <li>• drug and alcohol support needs</li> <li>• QCE/learning support</li> <li>• suspension/exclusion/referral for behaviour support</li> <li>• relationships/social skills</li> <li>• conflict with family/peers/teachers</li> <li>• social/emotional/physical wellbeing</li> </ul> </li> </ul>
<b>Guidance Officer</b>	<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> </ul>
<b>Chaplain</b>	<ul style="list-style-type: none"> <li>• provides social and emotional support for students</li> </ul>
<b>Community Education Counsellor</b>	<ul style="list-style-type: none"> <li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities</li> </ul>

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

### **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 education and intervention*

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

#### *Specialised health needs*

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

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

#### *Medications*

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

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

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

#### *Mental health*

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



### *Suicide prevention*

Clermont State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Clermont 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, Clermont 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, Clermont 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.

## Whole School Approach to Discipline

Clermont State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Clermont State High School uses Positive Behaviour for Learning (PBL). When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major behaviour.

### **Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way

- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in: warnings, Buddy Class (time out), individual meeting with the student and staff member, detention, parental contact (email, phone call, and meeting), apology, restitution, incomplete work referred as homework task.

### Re-entry procedure.

The staff member may take the student aside and

1. names the behaviour that the student is displaying
2. asks the student to name expected school behaviour
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour

**Major** problem behaviours may result in the following consequences:

- **Level One:** Time in office, temporary removal from class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, after hours detention, warning regarding future consequence for repeated offence, behaviour monitoring booklet, referral to Welfare Team.
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Welfare Team for case management and/or referral to Complex Case Management Team, Discipline Improvement Plan, suspension from school.
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Achieving and Responsible (RAR)

### Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Clermont State High School.

### Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues

- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

At Clermont State High School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Only the Principal can suspend a student or the Principal's Delegate if the Principal is absent.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



## Expected Behaviours Matrix

We are	All Settings	Learning Areas	Transition / Outside
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Follow all instructions from staff</li> <li>• Use appropriate noise levels</li> <li>• Use positive language, appropriate volume and active listening strategies</li> <li>• Care for environment</li> <li>• Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand to speak</li> <li>• Be seated correctly</li> <li>• Ask permission to leave class</li> </ul>	<ul style="list-style-type: none"> <li>• Orderly movement within the school</li> </ul>
<b>Achieving</b>	<ul style="list-style-type: none"> <li>• Build positive relationships</li> <li>• Be motivated to achieve goals</li> <li>• Embrace opportunities</li> <li>• Celebrate success</li> <li>• Maximum participation</li> <li>• Complete all activities</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all set work</li> <li>• Be an active learner</li> <li>• Seek and act upon feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared and prompt</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Take pride in your work / actions</li> <li>• Own your behaviour</li> <li>• Be safe and report injury, hazards or damage</li> <li>• Look out for others</li> <li>• Meet deadlines</li> <li>• Project a positive school image</li> </ul>	<ul style="list-style-type: none"> <li>• Follow bookwork expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in designated areas</li> <li>• Eat healthy</li> <li>• Be sun safe</li> </ul>

**Non-Negotiables:** Mobile Phone Policy  
 Uniform Policy  
 Line-up and Be Prepared

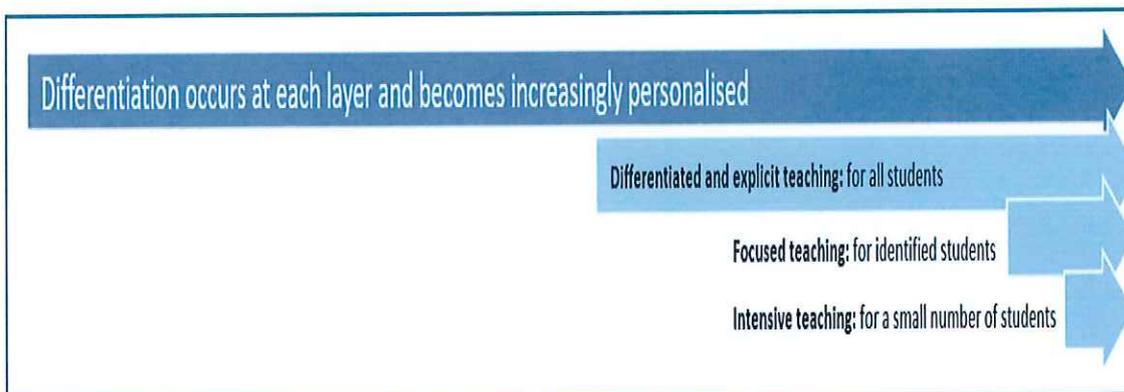


## Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

## Focused Teaching

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 Clermont State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Legislative Delegations

### Legislation

In this section of the Clermont State High School Student Code of Conduct are links to relevant legislation that inform the overall Student discipline procedure.

- [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 principals are responsible for “controlling and regulating student discipline in the school”.

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

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

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

## Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is 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.

**Differentiated** - class teacher provides in-class disciplinary responses to low level or minor problem behaviour. These include the Essential Skills for Classroom Management tool, detention, and warning of more serious consequences and removal from classroom to buddy class.

**Focussed - class** teacher is supported by other school-based staff to address in-class problem behaviour. These include, but are not limited to Functional Behaviour Assessment, individual student behaviour support strategies (behaviour monitoring card), counselling and guidance support, referral to student support team (SEW) for team based problem solving, stakeholders meeting with parents and external agencies.

**Intensive** – school leadership team work in consultation with Student Support Team to address persistent or serious problem behaviour. This includes Functional Behaviour Assessment, complex case management and review, stakeholders meeting with parents and external agencies including regional specialists, short term suspension, long term suspension

charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities), suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school), Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently), Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

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

### Re-entry following suspension

Students who are suspended from Clermont State High School are expected to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is a requirement for the student and or their parents to attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

## Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, on the Student Disciplinary Letter or via email. Re-entry meetings are short, taking less than 15 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

## Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing, set goals or targets for working towards future success
- Placed on a monitoring card
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending

## Reasonable adjustments

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

## School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students

- Preventing and responding to bullying
- Appropriate use of social media

## Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the Principal or Principal's Delegate will consider:

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

The Principal or Principal's Delegate determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

\*\* The administration of medications to students by Clermont State High 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**). All medications are to be handed to the front office with doctor's label and instruction for administration. Students are to come to the front office for administration of medication/s. All medical plans are to be given to front office staff for medical records.

### **Clermont State High School Staff, Parent and Student Responsibilities**

#### **Staff:**

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

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

#### **Students of Clermont 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 Clermont State High School's 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;

Students may collect their property as soon as possible, when advised by the Principal or Principal's Delegate that it is available for collection.

## Use of mobile phones and other devices by students

### The use of Personal Technology Devices at School

Clermont State High School is a Device Free Zone. Personal devices may not be brought into the school. Personal devices are to be signed in at the front office and picked up from the front office before and after school. Failure to hand in your personal device is classed as a non-negotiable, which is classed as non-compliance and will be subject to consequences.



### Respectful, Achieving and Responsible Online

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

### General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure.

*If studying from home or Distance Education Lessons the following needs to be adhered to:*

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

### Acceptable Use of School ICT and BYOx

The Smart Classrooms strategy underpins the growth and improvement in innovative programs and resources in schools for teachers and students. Essential tools for providing these innovative educational programs are the intranet, internet, email and network services (such as printers, display units and interactive whiteboards) that are available through the department's/school's ICT network. These technologies are vital for the contemporary educational program provided in schools.

At all times students, while using these ICT facilities and devices, will be required to act in line with the requirements of the Student Code of Conduct and any specific rules of their school. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) and is available by accessing the school'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
- ICT facilities and devices should be used appropriately as outlined in the Student Code of Conduct
- 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

### **Authorisation and controls**

The principal reserves the right to restrict student access to the school's ICT facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program.

The Department of Education and Training monitors access to and usage of their ICT network. For example, email monitoring will occur to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's ICT network by any personal BYOX device, if there is any suspicion that the integrity of the network might be at risk.

### **Responsibilities for using the school's ICT facilities and BYOX devices**

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Student Code of Conduct.
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school owned or provided devices.
- The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to behave in line with these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Students cannot use another student or staff member's username or password to access the school network, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.
- Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

### **Students Responsibilities for using a BYOx device**

- Prior to any BYOx device being used approval is sought from the school to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their BYOx device.
- **Virus protection will need to be regularly updated and scans carried out. If a device is found to have out-of-date or no anti-virus at all, it will be removed from the network until anti-virus protection has been updated.**
- All files are to be scanned using appropriate virus software before being downloaded to the department's ICT network.
- Follow any advice provided on best security requirements e.g. password protection (see iSecurity site for details).
- Students and parents are to employ caution with the use of BYOx devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file. When they are selected they can install programs which may start unwanted processes.
- Any inappropriate material or unlicensed software must be removed from BYOx devices before bringing the device to school and such material is not to be shared with other students.
- Inappropriate use will lead to the personal device being confiscated by school employees, with its collection/return to occur at the end of the school day where the BYOx device is not required for further investigation.

### **Acceptable/appropriate use/behaviour of school's ICT facilities and BYOx devices by a student**

#### **It is acceptable for students while at school to:**

- use their BYOx for assigned class work and assignments set by teachers
- develop appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conduct general research for school activities and projects
- communicate or collaborate with other students, teachers, parents or experts in relation to school work
- access online references such as dictionaries, encyclopaedias, etc.
- research and learn through the department's eLearning environment
- be courteous, considerate and respectful of others when using a school ICT facilities and BYOx device
- switch off and place the device out of sight during classes, where these devices are not being used in a teacher directed activity to enhance learning.

### **Unacceptable/inappropriate use/behaviour school's ICT facilities and BYOx devices by a student**

#### **It is unacceptable for students while at school to:**

- use the school ICT facilities and BYOx device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- deliberately waste printing and internet resources

- damage school computers & personal BYOx devices, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- using a device with Bluetooth functionality to cheat during exams or assessments
- take into or use BYOx device at exams or during class assessment unless expressly permitted by school employees
- use personal 3/4G
- use BYOx device for private use before or after school, or during recess and lunch breaks
- No handling or using another student's BYOx device. Students will be held responsible for the wilful and deliberate misuse or inappropriate behaviour resulting in damage to another student's device
- Downloading Software, Games, Music, Images and Files not relevant to study
- Accessing restricted areas of the server - Copying, Deleting or moving of System Files on the Server

## Preventing and responding to bullying

Clermont State High School is firstly a place of learning in an inclusive environment. We value being respectful, achieving and responsible citizens. Our school is focused on individual achievement, student wellbeing, leadership and celebration of success. We know at Clermont State High School that student learning and thriving are enhanced when students, staff and parents feel connected to others and experience positive safe relationships. We know that focusing on the wellbeing of our students enhances self-esteem, attendance and behaviour, and leads to overall long-term social and emotional outcomes that see our students thriving.

### What is bullying, including online bullying?

Bullying is an ongoing and deliberate misuse of power in relationships. The national definition of bullying for Australian schools is:

- 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.

At Clermont State High School we believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

### Management of Bullying including cyber bullying.

It is expected all individuals will report any alleged incident of bullying and or harassment to a staff member immediately. Retaliation of any type is not acceptable. Any unreported incident is a breach of the individual's responsibility. An investigation into the bullying allegations will then take place with statements from all parties involved, including witness statements. The outcome from these statements will then be acted on immediately. This could include a mediation between parties or in severe circumstances suspension or police intervention. Clermont State High School is a STYMIE school and students are encouraged to use [www.stymie.com.au](http://www.stymie.com.au) to report any harm that they or any other student is experiencing. This website is an anonymous way that students and parents can stand up for our young people with all reports going directly to the student's Year Level HoD.

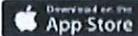
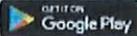
BEHAVIOUR	SCHOOL ACTION	WHO MAY BE INVOLVED
<b>Low level bullying/harassment</b> e.g. a passing nasty comment on the way to a class	<b>First offence:</b> warning and incident report (recorded), parental contact	Students Family members Staff
<b>Repeated/increased bullying or harassment</b> by the same person, or their friends	<b>Second offence:</b> afterschool detention and parental contact  <b>Subsequent offence:</b> suspension and where necessary, police intervention	Students Family members Staff Administration Possibly police

**BULLYING.  
NO WAY!**

**TAKE A STAND  
TOGETHER**



*Take a Stand Together* is a free app that has tips and advice about bullying.

Download on the  **App Store** or  **Google Play**

**Need help?**

Kids Helpline [www.kidshelp.com.au](http://www.kidshelp.com.au)  
1800 551 800

headspace [www.headspace.org.au](http://www.headspace.org.au)  
1800 650 890

Online bullying [www.esafety.gov.au](http://www.esafety.gov.au)

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

**Bullying – what can you do?**

**If it happens in person:**

- ignore them
- tell them to stop and then walk away
- pretend you don't care
- go somewhere safe
- get support from your friends.

**If it happens online:**

- avoid responding to the bullying
- block and report anyone who is bullying online
- protect yourself online – use privacy settings and keep records.

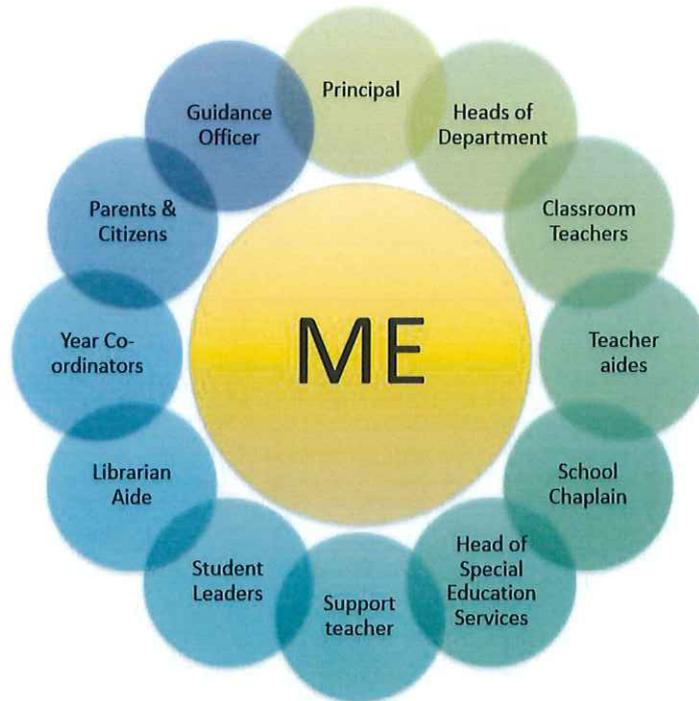
**If you see someone being bullied:**

- leave negative online conversations – don't join in
- support others being bullied.

**If it doesn't stop:**

- talk to an adult (parent, teacher) who can help stop the bullying
- keep asking for support until the bullying stops.

At Clermont State High School, we have many different people who can support students in their learning and promote strategies to improve student wellbeing, safety and learning outcomes.



## Appropriate use of social media

Clermont State High School acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. We also acknowledge the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Publishing images, videos and/or comments to social media platforms that are defamatory, menacing, or seek to cause harm amount to bullying, and as such will be dealt with by way of Clermont State High School's 'Preventing and Responding to Bullying' policy. Any social media post that adversely affects, or is likely to adversely affect, other students or the good order and management of the school may result in further disciplinary action by the Principal, including suspension, possibly exclusion, from our school.

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).

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. Whilst as a school we rely on social media to update parents of information, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

If you upload photos of your children, to social media, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family 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.

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- block the offending user
- report the content to the social media provider

If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns.

## Restrictive Practices

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

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

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

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

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

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 and plan for other options that may be used to respond to similar situations 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 One School.

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

1. Avoid escalating the problem behaviour by: shouting, cornering the student, moving into the student's space, touching or grabbing the student, sarcasm, becoming defensive, communicating anger and frustration through body language, sudden responses.
2. Maintain calmness, respect and detachment: use open body language, calm relaxed facial features. 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 situation. Identify triggers and proactive strategies for the student to manage their own behaviour.

## Related Procedures and Guidelines

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

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

## Resources

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

## Conclusion

Clermont 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:

**Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

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

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

**External review:** contact a review authority

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

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

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