



Centenary Heights State High School

Student Code of Conduct 2024-2026

School vision

Centenary Heights SHS is a learning community promoting equity and excellence for all students in pursuit of their personal best. We strive to develop independent, holistic, lifelong learners; leaders and citizens who are agile and skilled with the social capability to thrive now and navigate toward a successful future.

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Date effective: January 2024


Purpose

All that we do at Centenary Heights State High School is underpinned by our mantra: Safety, Respect and Learning. These are not just words on our front fence or in our Student Diary – we seek to live them every day. When our students are physically and emotionally safe and when they understand how to treat others with respect and expect to be respected, quality engagement in learning occurs.

Contact Information

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Endorsement

Principal Name:	Darren Cook
Principal Signature:	
Date:	2024
P/C President Name:	Blair Sullivan
P/C President Signature:	
Date:	2024

Consultation and Data Review

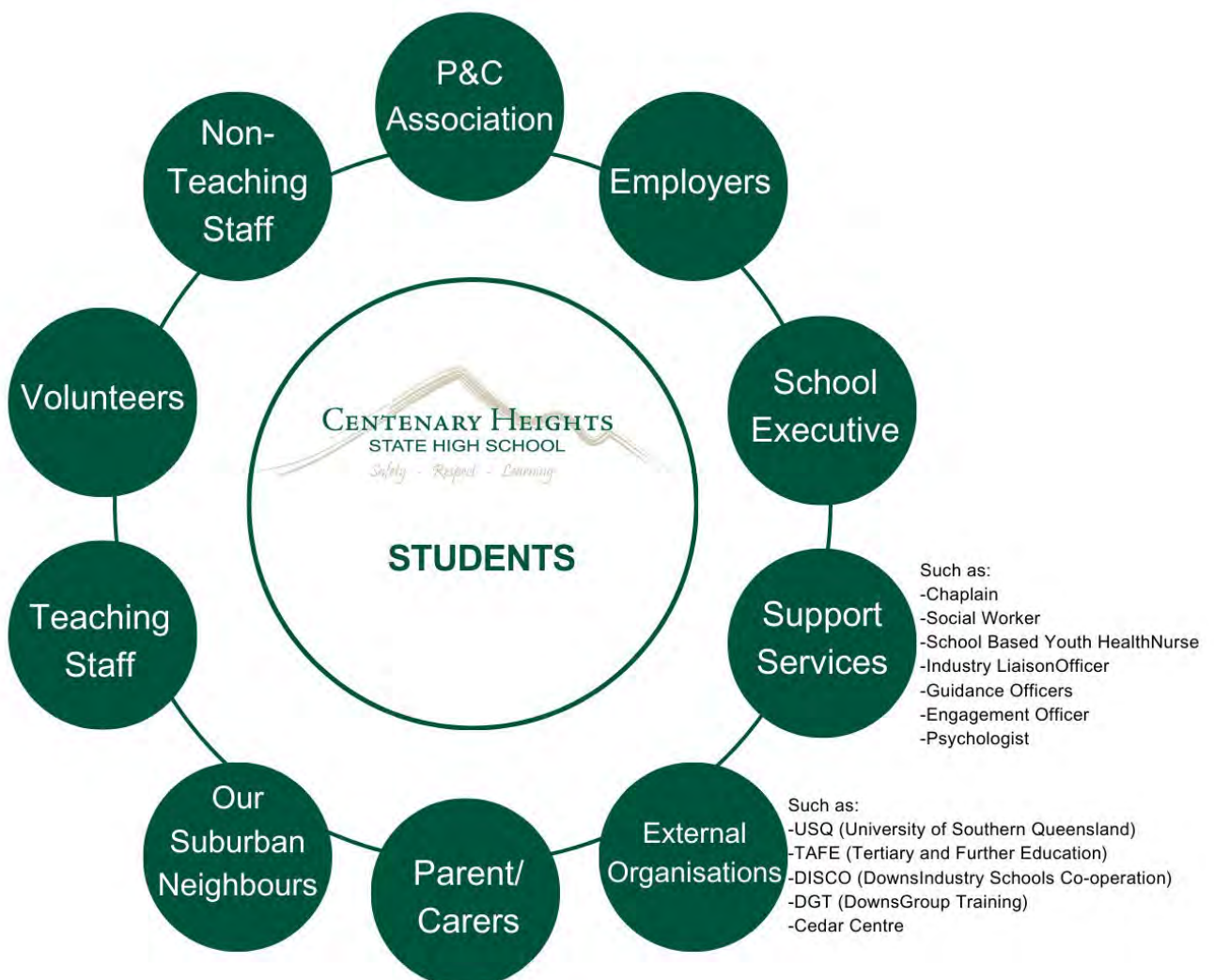
Student Leaders, Heads of Year and a P and C representative, along with the school's leadership team undertook a review process to devise the 2024-2026 Student Code of Conduct.

Learning and Behaviour Statement

Our Student Code of Conduct defines the responsibilities that all members of the school community are expected to uphold to ensure that a safe, supportive and disciplined environment allows for:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

Our School Community encapsulates:



All members of our School Community are expected to:

- Conduct themselves in a lawful, ethical, safe manner within and outside the school. Students in our school uniform outside the school are identifiable as Centenary Heights State High School students and as such are subject to our Student Code of Conduct.

It is expected that Students are willing to:	It is expected that Parents/Carers are willing to:	It is expected that Centenary Heights Staff are willing to:
<ul style="list-style-type: none"> • Involve themselves in our school's program to the best of their ability. Our school's program ranges from the classroom to the sporting field and beyond • Take responsibility for their own behaviour and learning. • Demonstrate respect for themselves, other members of the school community and the school environment • Behave in a manner that respects the rights of others, including the right to learn • Work co-operatively with staff, other students and the wider school community • Attend every day of school as required • Communicate in a manner underpinned by respectful behaviour from all parties • Comply with the conditions of the enrolment agreement co-signed by student and parent 	<ul style="list-style-type: none"> • Show an active interest to participate in their child's schooling and progress • Work co-operatively with Centenary Heights school community to achieve the best outcomes for their child • Support Centenary Heights school staff to maintain a safe and respectful environment for all students • Contribute positively to behaviour support plans that concern their child • Ensure their child attends every required day of school • Communicate in a manner underpinned by respectful behaviour from all parties • Comply with the conditions of the enrolment agreement co-signed by student and parent 	<ul style="list-style-type: none"> • Provide inclusive and engaging curriculum and teaching • Develop relationships and foster positive communication with students and their families • Promote and model to students the skills of responsible self-management; resilience and independent learning • Communicate in a manner underpinned by respectful behaviour from all parties

For us at Centenary Heights SHS, our culture, both within the school and beyond, is one underpinned by Safety, Respect and Learning for all.

Our core business is teaching and learning. In order to provide the most effective and relevant education, we seek, through this code, to guide students to manage their own behaviour thereby allowing students to learn and teachers to teach. In the interests of lifelong learning for the young person, the accountability needs to rest exactly with that person – and our process needs to support that. Imperative in that process is regular contact with parents and vice versa. Students will make choices.

Our goal is to assist each student to realise their potential as a person and as a learner. We recognise that making mistakes is part of learning. Our Code, which has been configured from parent, student and staff input, is designed to encourage students to learn from and move on from their mistakes as quickly as possible.

The promotion of responsible conduct through a tiered 4 level structure

An important strategy in place at Centenary Heights State High School is the promotion of responsible conduct through a tiered four level structure (Gold, Green, Grey, Purple). Behaviour levels are reviewed on a case-by-case basis over the course of a term and at the end of each reporting period using the most recent Report Card and Attendance data. The criteria identified for each behaviour level refers to Effort, Behaviour and Homework.

GOLD Level:

This is the level for an OUTSTANDING student. It reflects:

Criteria:

- All As (Excellent) and Bs (Very Good) for effort and behaviour, and S (Satisfactory) in all subjects for homework completion. Academic results are not considered.
- Attendance Rate: at 90% or above

Student Actions	School Actions
<ul style="list-style-type: none"> • Working to capacity as a person and a learner • Respecting the rights of others • Exerting a positive influence on others • Showing cooperative behaviour and attitude • Displaying a willingness to provide helpful assistance • Maintaining an outstanding school attendance record 	<p>In recognition of the students' ongoing positive influence on our school community, a student may:</p> <ul style="list-style-type: none"> • Be presented with a Gold pin and/or Certificate at a formal school ceremony • Be selected to represent the school at an official function • Be nominated or self-nominate for a position of responsibility eg. Junior School Captain, Junior School Vice-Captain, School Captain, School Vice-Captain, House Captain, House Vice-Captain, Student Council Executive (if Year 11/12), Year Level representative to the Student Council etc (all students) • Participate in end of year events

GREEN Level:

This is the level for a student who consistently meets the schools values of Safety, Respect and Learning. It reflects:

Criteria:

- Combination of As (Excellent), Bs (Very Good) and Cs (Satisfactory) for effort and behaviour. Academic results are not considered.
- (Note re Homework Inconsistent (I) = C and Unsatisfactory (U) = D)
- Attendance Rate: at 85% or above

Student Actions	School Actions
<ul style="list-style-type: none"> • Works to capacity as a person and a learner on most occasions • Contributes to class activities to enhance the learning environment • Generally seeks help, responds to feedback and displays a positive attitude to learning • Occasionally requires teacher redirection for minor behaviour issues, but always responds to this redirection • Maintains a consistent school attendance record 	<p>While on the Green level, a student may:</p> <ul style="list-style-type: none"> • Be selected to represent the school at an official function • Continue to hold a position of responsibility (e.g. Captain/Vice-Captain position) for a maximum of four weeks at this level. During that time, the Head of Year will monitor the student's conduct/attendance to assist in upgrading to the Gold level. If the student is unsuccessful in upgrading to Gold level in this time, his/her position of leadership will be reviewed by the Principal along with relevant Heads of Year

GREY Level:**Criteria:**

- A combination of As-Cs and one to three Ds (Needs attention) and no Es (Unsatisfactory) for effort and behaviour permitted on their report card. Academic results are not considered.
- Attendance Rate: at 80% absences or above

Student Actions	School Actions
<ul style="list-style-type: none"> • Sometimes completes class tasks and/or assessment, but work is of a standard below their ability • Sometimes participates in and contributes to class activities • Seek help and/or respond to feedback sometimes • Sometimes demonstrates a positive attitude to learning • Frequently requires teacher redirection regarding minor behaviour issues and does not respond to or learn from this redirection • Is involved with minor breaches of the School's Student Code of Conduct • Attends school inconsistently 	<ul style="list-style-type: none"> • While on Grey level, a student is unable to represent the school in any area (e.g. sport, cultural, academic, extra curricular or co-curricular excursions, representative school sport, etc.)

PURPLE Level:

Criteria:

- Suspension has occurred.
- Greater than 3Ds (Needs Attention) and any E (Unacceptable) in their report card for Effort and Behaviour. Academic results are not considered.
- Attendance Rate: less than 80%

Student Actions	School Actions
<ul style="list-style-type: none">• Rarely completes class tasks and/or assessment and usually work is of a standard below his/her ability• Rarely participates in and contributes to class activities• Does not seek help and/or respond to feedback and does not demonstrate a positive attitude to learning• Is involved in major breaches of the School's Student Code of Conduct• Attends school inconsistently	<ul style="list-style-type: none">• While on Purple level, a student is unable to represent the school in any area (e.g. sport, cultural, academic, extra curricular or co-curricular excursions, representative school sport, etc.)

How to upgrade to the next level?

- Students are required to collect a Movement of Behaviour Level form from their Head of Year.
- Students are responsible for having all class teachers complete this form. Students return this completed form to the Head of Year. Students are required to be rated by all teachers and meet the criteria indicated on page above.
- In order to demonstrate the standards for a behaviour level, students will only be permitted to upgrade after a four-week period from the issuing of the behaviour level (report card or behaviour management/date of incident).
- Accelerated upgrading from Purple to Green is possible through negotiation with the Head of Year.
- A student may be upgraded in their behaviour level to meet the attendance criteria at Week 4 and 8 of each term.

How are students demoted to a lower level?

- Students may be demoted in behaviour levels based on poor conduct.
- Students may be demoted post a report card period if they fail to meet the criteria for the level.

Student Support Network

Our school appreciates the services of a:

- Industry Liaison Officer/Mentor for School-based Trainees
- Social Worker
- Guidance Officers
- Community Education Counsellor
- Chaplain
- School Based Youth Health Nurse
- Psychologist
- Three Heads of Year and Assistant Head of Year per year level (years 7-10) and two Heads of Year (years 11-12) and a Assistant Head of Year (11-12) and Pastoral Care teachers who maintain regular parent/carer contact and who come to know their students and circumstances very well.
- Engagement Officer (especially focused on assistance to students and families re attendance)
- Student Case Managers

Consideration of Individual Circumstances

In applying consequences for unacceptable student behaviour, we consider the individual circumstances of the student and the needs and rights of school community members. In doing so, a wide range of support mechanisms come into play at Centenary Heights:

- Peer mediation (Senior students specifically trained to assist younger students) and Peer Support (Year 11 students specifically trained)
- The GRIT program (designed to lift self-confidence in young girls)
- The Get Real program (designed to lift self-confidence in young boys)
- Links with external agencies eg Toowoomba Youth Service, Top Blokes program, Beyond the Broncos etc.
- Raise Foundation Program
- Anger Management Programs (as available through external agencies)
- Restorative justice approach both individually, with families and in classrooms

At times students who have experienced difficult or traumatic circumstances may present with very challenging behaviours at school. These students may need significant support with managing relationships within the school setting, and with their emotional self-regulation. With this type of support crisis events can be minimized. In these circumstances staff may act from a Trauma-Informed perspective in determining the response.

In the Case of an Emergency:

- A teacher will action a Red Card to the main school office. Deputy Principal, Head of Year and/or Principal will attend and may involve one or more members of our Support Services staff as required. The student will be safely removed from the situation.
- Our school regularly reviews Lockdown, Evacuation and Critical Incident management.
- Confidentiality of all stakeholders is respected. No information is shared other than with

the students' family members.

Participation in Curricular and Extra-curricular Events:

- Unless the Principal deems a student's behaviour to be a risk to the safety of staff and other students every student has the right to participate in curricular excursions.
- Extra-curricular events (eg Year 12 Formal, Ski Trip, Musical, Representative sporting events etc) are regarded as a privilege and as such a student may not be eligible if work ethic, completion of assessment both to a satisfactory standard and within set timelines, behaviour and/or attendance or personal health status are an issue.

Whole School Approach to Discipline

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. These encompass a whole school support approach, a more targeted approach and an intensive support approach.

The key to the low level of misbehaviour and re-offending rate at Centenary Heights is in the interventionist structures and processes:

1. The pastoral care program for each year level, formulated from parent, student, and support services staff input addresses the social and emotional needs of our young people at their specific age junctures
2. Term by term, through the close analysis of student report cards and attendance records, any issue of concern is uncovered and supportive family conversations are enacted. These conversations may lead to flexible learning options such as:
 - a learning assessment and resultant engagement in our literacy and numeracy support program
 - part time school/part time work experience
 - part time school/part time TAFE
 - part time school/part time school-based traineeship
 - part time school program i.e. managed attendance and part-time program
 - participation in personal development programs facilitated by our Support Services Staff
3. As far as possible, pastoral care teachers follow their students through the years as do Heads of Year – this promotes solid and familiar relationships. This policy is also followed as far as possible, with academic classes.

Differentiated and Explicit Instruction

Differentiated and explicit instruction:

- Before any student begins at Centenary Heights we make every effort to link with personnel from the previous school and read the students' school history. This information is communicated to all relevant teaching staff who additionally research the students' academic background through the One School platform. This enables our staff to begin teaching students where they are
- Every classroom teacher adopts the expectations set out in the school's Pedagogical

Approach. This approach is a research-based series of teacher action delivering High-Impact teaching strategies, meeting the learning needs of students.

- Our teachers and teacher aides are committed to lifelong learning and to this end participate in regular professional development to ensure they differentiate the curriculum to engage learners of all levels.

We all understand the biggest key to quality behaviour management is an engaging classroom experience.

Attendance

Centenary Heights State High School expects fulltime attendance by students in order that the best learning may be acquired

1. In the case of excessive explained or unexplained absence where too much learning has been missed as a result, the Principal or delegate or parent are encouraged to discuss options and alternatives to increase their child's level of learning success. The Principal, in consultation with Heads of Department and with reference to the QCAA and School Assessment Policy, may choose not to endorse the completion of units of work in years 11 and 12
2. For students in Years 11 & 12, the Queensland Curriculum and Assessment Authority mandates that the Principal will award results in senior subjects only if there has been sufficient coverage of learning and assessment completion is adequate. This means a result may be withheld or unit credit not awarded should the student's attendance in lessons, whether explained or not, be insufficient to cover the course of instruction or fail to meet assessment completion or academic integrity requirements. Further clarity can be found in the school's Assessment Policies.
3. All students arriving and/or departing the school other than at the normal school hours excluding extra-curricular activity (8.30am – 2.55pm) are required to sign in/out via the school office or via Q Parents. A written explanation – note from the parent/carer stating the reason, or phone call, is required.
4. Examples of approved absences are work experience, provision of a medical certificate, suspensions. An example of an unapproved absence may be a holiday taken in school gazetted time.
5. Repeat lateness to school also impacts school attendance percentage.

Students on Part-time Educational Plan are required to:

- Sign in through the Main Office if starting later in the school day, and sign out through the Main Office if they are leaving earlier than the normal end of the school day. Some students may be given permission to exit the school via the Diverse Learning office in U/V Block.
- Report to their timetabled study room at the beginning of their 'in-house' study lesson if this lesson falls in the middle of the school day. Students are not permitted to leave the school grounds without permission from the school.
- It is both appreciated and expected that the student's parent/carer provides an explanation that indicates the reason for an absence from the workplace or TAFE.
- It is the student's responsibility to offer an explanation on or before (if absence is known in

advance) or on the day immediately following the absence. Alternatively, a 24 hour phone line (4636 7599) or QParents is available to parents/carers for the notification of absences.

- Independent living students (no carer responsible for them)
 - In a Term, these students may have up to 3 days absent with an explanation from themselves stating the reason/s. Absences greater than 3 days will require a medical certificate. If this is not forthcoming within 3 days of the absence then the absence will be deemed unauthorised.
- Students with a pattern of unauthorised absences, and/or lateness or poor attendance – the Head of Year/DP/Principal may discuss with students and parents/carers, the situation and determine a course of action to resolve attendance issues

All members of the Centenary Heights State High School community value highly the communication channels that exist between parents, students, school staff and community personnel and are mindful of the demands that are placed on all parties in this communication process.

It is important that school community members accept that there is a need for some clear protocols to keep communication channels within reasonable bounds.

School Visits

- Community members entering the school for an appointment are required to sign in at the Main Office and receive a Visitor's Pass. Once the appointment is completed, community members are asked to sign out through the Main Office.
- Parents/Carers are asked to make an appointment in advance when wishing to speak with a member of staff.

Parent/Carer/Teacher Contact

- Staff genuinely appreciate the support of parents/carers in the education of their children and encourage contact with parents.
- To speak with staff, please ring the office staff who will contact the teacher concerned. Teachers will return your call within 24 - 48 hours
- Two more formal opportunities each year – during Terms 2 & 3 – are provided for Parent/Student/Teacher interviews. Students are required to accompany their parents/carers to these meetings.

Universal Behaviour Support

At Centenary Heights State High School we emphasise the importance of explicitly teaching students the behaviours we require them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A universal or whole school approach means everybody committing to the provision of a safe and supportive school environment.

The basic principles of our whole school approach provide a supportive school environment through:

- Open communication with the school community on the school's Student Code of Conduct
- Shared school values and a positive, inclusive culture.
- Establishment of agreed programs and procedures that are known and understood

- by all members of the school community.
- Staff, student and parent access to professional development, education and training.
- Managing of incidents through clear and well understood processes.
- Supporting students and building strong community relationships.

At Centenary Heights State High School we expect and promote that individuals are responsible for what they do and say and encourage students to make appropriate choices about their behaviour. Central to our whole school approach is the use of an agreed set of School Values and Expectations that are embedded in teaching and learning practices across the school.

Targeted Behaviour Support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.

Discipline Improvement Plan

A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. A Discipline Improvement Plan can take any form: there are no specific requirements; it can be used to respond to a range of behaviours; it can impose a greater scope of conditions; it can be amended or removed at any time; and it can be applied at any time.

Non-compliance with the conditions of a Discipline Improvement Plan by the student is not a ground for suspension, exclusion or cancellation of enrolment; however, the original behaviour for which the disciplinary consequence was applied may be.

Intensive Behaviour Support

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s.

Detention

Principals have flexibility to exercise their discretion as to when to apply detention, and for how long, taking into consideration the behaviour and the age of the student.

If a detention is to be applied after-hours, a Deputy Principal or Head of Year will arrange for a teacher to supervise the detention.

Intensive access to student support services and tailored programs

A Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as one of our Guidance Officers, Social Worker, or other support team members. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are accessed to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Disability Services Queensland, Department of Communities and Queensland Police Service.

Behaviour Support

Where a student presents severe and challenging behaviours it may be deemed by the case management team that they require the additional specialised behaviour intervention programs and services may be sought. The support services provided may include:

- specialist Individual Behaviour Management Programs
- specific whole-class and individual programs (e.g. Rock and Water; Drum Beat)
- professional support and advice for staff and parents
- functional Behavioural Analysis

Legislative Delegations

Legislation

In this section of the Centenary Heights 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 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of 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 are the responsibility of the Principal. The Principal has delegated the authority to communicate decisions that the Principal has made in relation to suspensions, exclusions and cancellation of enrolment to 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

Behaviour options	Definition	Internal school consequence	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Consequence depending on the severity and/or frequency of the behaviour.	✓	✓	✓	✓	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. Refusal to participate to one's ability in the complete course of instruction despite interventions and/or sanctions (eg persistently late to school/class, continuous pattern of non-submission of assessment by a required timeline or not at all, regular non-completion of homework, failure to engage appropriately in classwork). Repeated refusal may lead to a required change of learning program.		✓	✓	✓	
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		✓	✓	✓	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden. Consequence depending on the severity and/or frequency of the behaviour.	✓	✓	✓	✓	
Defiance	Student refuses to follow directions given by school staff. Consequence depending on the severity and/or frequency of the behaviour.	✓	✓	✓	✓	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students. Possession or user of chewing gum	✓	✓	✓	✓	
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. Consequence depending on the severity and/or frequency of the behaviour.	✓	✓	✓	✓	
Dress code	Student wears clothing that is not	✓				

Behaviour options	Definition	Internal school consequence	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
	within the dress code guidelines defined by the school.					
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		✓	✓	✓	
Fighting	Student is involved in mutual participation in an incident involving physical violence. Violence of an extreme nature or unprovoked assault – regardless of motivation of involvement (instigation or retaliation) although this may be taken into account depending on the circumstances eg throwing objects with intent, hitting, punching, kicking, pushing and verbal abuse.		✓	✓	✓	
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics. Bystander behaviour i.e. awareness of any action that contravenes our Student Code of Conduct and not taking proactive preventative action such as reporting it to, or seeking assistance from, staff. For example, knowingly being present at a fight without making any effort to discourage it or inform a teacher and/or escalating the situation by calling out encouragement; relaying to others the message, either verbally or through the use of technology, that a fight is to occur; filming a fight or incident; adding a 'Like' to an inappropriate Facebook comment; being aware of smoking etc Consequence depending on the severity and/or frequency of the behaviour.	✓	✓	✓	✓	
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna. Consequence depending on the severity and/or frequency of the behaviour		✓	✓	✓	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.		✓	✓	✓	

Behaviour options	Definition	Internal school consequence	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
	A student who is present at the time, yet not an active participant, will be deemed complicit if they do not report.	✓				
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.		✓	✓	✓	
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	✓	Cancellation of Enrolment for those beyond the compulsory participation phase			
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal/prescription drugs/substances/imitations or implements. Being knowingly complicit in the dealing of an illegal substance albeit not actually accepting money or providing the drug.			✓	✓	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, e-cigarette/vape or other prohibited substances or implements. Consequence depending on the severity and/or frequency of the behaviour	✓	✓	✓	✓	
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students. Knowingly being filmed with the result, knowingly or unknowingly, affecting the good order and management of the school and/or adversely affecting the wellbeing of another. Posting (contributing) to the internet/social networking site such that students, staff and/or school are maligned harassed or ridiculed. Membership to a site inciting maligning of students and/or staff. . Exhibiting or in possession of offensive material. Consequence depending on the severity and/or frequency of the behaviour	✓	✓	✓	✓	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.		✓	✓	✓	
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence). Consequence depending on the severity and/or frequency of the	✓	✓			

Behaviour options	Definition	Internal school consequence	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
	behaviour					
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). Consequence depending on the severity and/or frequency of the behaviour	✓	✓			
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). Consequence depending on the severity and/or frequency of the behaviour	✓	✓	✓	✓	
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.		✓	✓	✓	
Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> • charged with a serious offence; or • charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 					✓

If a student's conduct does incur a suspension:

- Parent/carer contact, to discuss the incident and consequence, will be attempted on the day of the suspension by the Head of Year, Head of Department, Deputy Principal or Principal (if the carer is unable to be contacted, further attempt will be made the next day)
- When possible and for suspensions of 5 days or more, work to be completed from each of the student's subjects will be provided before the student departs the school grounds. Alternatively, such work may be collected by the student from the main office within two days of the commencement of the suspension
- It is expected that the student participates in a re-entry interview with parent/carer and the Deputy Principal, Head of Year or Principal prior to returning to school. This is a very positive interview where the student discusses strategies for different choices in the future. Every support from staff will be on offer. At this interview the student is required to table all work required to be completed while on suspension. Failure to do so may result in the student returning home to complete as required
- A student is not permitted to participate in any extracurricular event or represent the school in any way while on Grey or Purple level.

School Policies

Temporary removal of student property

Temporary removal of student property by school staff

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school and to maintain and foster mutual respect between all staff, students and visitors.

Students must not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that is illegal and/or puts the safety or wellbeing of others at risk (e.g. weapons or replica weapons).

Where there is suspicion that the student has a dangerous item in their school bag, Principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police.

Consent is not required to search school property such as lockers, desks, computers that are supplied through the school.

Consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. 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.

State school staff are able to temporarily remove student property. Consent is then sought from the student and if refused the parent. If there is parent refusal Queensland Police may be called to search the property. Examples of property that may be removed include but are not limited to bags, mobile phones, prohibited items such as weapons, drugs including tobacco, aerosol deodorants or cans (including spray paint), explosives (e.g. fireworks, flares, sparklers, e-cigarettes, cigarettes), flammable solids or liquids (e.g. fire starters, mothballs, lighters), poisons (e.g. weed killer, insecticides) etc.

Return of temporarily removed student property will occur within a reasonable timeframe to the parent or if appropriate the student. Illegal items may be seized by the Queensland Police Service (QPS).

The full policy is available at:

<https://ppr.qed.qld.gov.au/pp/temporary-removal-of-student-property-by-school-staff-procedure>

Use of Personal Technology

At Centenary Heights State High School we believe that every member of the school community should feel confident in participating fully in all aspects of school life without

concern that personal devices are being used to record them without their knowledge or consent.

Mobile Telephones at Centenary Heights State High School

Mobile telephones and Smart Watches are prohibited for use at Centenary Heights State High School during the school day.

Expectations

- The school supports students leaving their mobile phones and smart watches at home on each school day.
- Mobile phones brought to school must be turned off and placed in the student's bag prior to entering the school grounds.
- Once the student has entered the grounds the student's bag should be stored in the student's locker.
- Mobile phones can only be used once the school day has finished and the student has left the school grounds.
- Smart watches are to be de-activated from connectivity (kept in 'flight mode') for the duration of the school day.
- Unless there is an exemption, mobile phones and active smart watches are not to be used on excursions, camps or other school activities.
- During exam blocks, students are to follow the school's guidelines and ensure mobile phones and smart watches are stored in lockers/off-site and not in exam rooms.

All students who bring electronic devices onto school grounds do so at their own risk. The school will not accept responsibility for loss of damage to these devices.

Exemptions

Students deemed exempt from the ban will be given an Exemption Card which they are to carry at all times during the school day to communicate that they are allowed to possess their mobile phone or smart watch. Students deemed exempt from the mobile phone/smart watch ban include:

1. A student with a medical condition meaning that a mobile phone or smart watch is needed to monitor or manage medication.
2. A student whose Personalised Learning Record requires the use of a mobile phone or smart watch to monitor their health condition or be used as an augmented communication device or assistive technology.
3. A student who is a parent or primary carer.
4. Situations where the teacher, in consultation with administration deem it appropriate such as some school events (some excursions, some camps and some out-of-school events) will have an incidental exemption that will not require an exemption card.

* An exemption to the ban means that the device can only be used for the purpose of the exemption and for no other purpose. Students who use their device beyond the intent of the exemption will be administered consequences as identified below.

Consequences

Students (without an exemption) found in possession of a mobile phone or 'active' smart watch will:

In the first instance, be required to surrender their device to the main office to be collected at the end of the school day and their parent/carer will be notified.

In the second instance, be required to surrender their phone to the main office to be collected by the parent/carer after contact with a member of the school's admin team. This behaviour will be seen as disobedience and an in-school disciplinary response will be administered such as lunch time or after school detention.

In the third and on-going instances, be deemed to be persistently disobedient. The mobile phone will be confiscated and a disciplinary consequence will be applied in accordance with the Student Code of Conduct.

A student who refuses to follow the directions to hand in the device and/or use their mobile phone or smartwatch beyond the intent of the policy will be deemed to be disobedient. A disciplinary consequence will be applied in accordance with the Student Code of Conduct.

Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. Furthermore it is an offence under the Act for a person who has recorded a conversation to which he/she is not a party to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this Act.

Other Personal Devices

Students are discouraged from bringing other personal devices like cameras, digital video cameras, or iPods to school. These are often very valuable and there is a risk of damage or theft. Should the student choose to bring such a device to school the same stipulations as above apply.

Centenary Heights State High School accepts no responsibility for loss of or damage to the abovementioned electronic devices.

(Advice concurred by Legal Branch at Department of Education)

BYOD (Bring your own laptop) Policy

<https://centheigshs.eq.edu.au/enrolments/resource-scheme/b-y-o-d>. Students have signed the agreement to ensure their laptop is fully charged and only used for ethical and curriculum purposes.

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.

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

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to school staff 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 of Education 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.

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 to social media, be mindful of who might be in the background. You might be happy to share your successes with your friends and family via social media, but some people are not. If you are tagging or naming others, consider that others may not want their 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 principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Preventing & Responding to Bullying

ANTI-BULLYING AND HARASSMENT

Why do we need to talk about bullying and harassment?

- Every member of the school community has the right to feel welcome and valued, to participate fully and enjoy being a part of Centenary Heights State High School
- The values of safety, respect and learning are promoted across the whole school community
- Everyone at Centenary Heights State High School has the right to feel safe and be free from fear or threat
- Our school community is committed to minimising the effects of bullying and harassment

What are bullying and harassing behaviours within the school context?

Bullying behaviour is intimidation of a physical, verbal, cyber or psychological nature. This behaviour may be a conscious desire to hurt, threaten, embarrass or frighten someone else. There are 3 features of bullying:

- Repeated
- Power imbalance
- Causes harm

In many cases of bullying behaviour, there are elements of harassment and discrimination on the grounds of 'difference'; for example:

- gender
- racial background
- religious beliefs
- cultural beliefs
- sexual orientation
- ability and disability
- socio-economic status

Some examples of different types of bullying and harassing behaviours:

1. Physical Bullying

- pushing, fighting, spitting and invasion of personal space
- gang-like behaviour
- picking on others and threats to "get" people
- damaging or interfering with other people's possessions

2. Verbal Bullying

- name calling, offensive language and "put downs"
- offensive notes, messages or graffiti about others
- inappropriate racial/cultural comments

3. Gestural Bullying

- threatening or offensive signs or actions

4. Sexual Bullying & Harassment

- touching or brushing against someone in a sexual manner
- sexually oriented jokes, drawings or literature
- spreading rumours
- commenting on the size or shape of someone's body
- unwanted invitations of a sexual nature

5. Exclusion Bullying

- deliberately forming groups to exclude someone

6. Extortion Bullying

- stand-over tactics, eg. to demand money, food or assignment work

7. Cyber bullying

- Any electronic device, mobile phone and/or computer, smart watch. The National Crime Prevention Council defines cyber bullying as ' the process of using the internet, cell phones or other devices to send or post texts or images intended to hurt or embarrass another

person.' The method of sending or posting may include email, Instagram, Snapchat – any form of the use of digital technology

What should students do, IF THEY ARE BULLIED?

1. If a student says or does something that results in another student feeling fearful or seriously uncomfortable, in the first instance, the targeted student ideally will tell the bullying student to stop in a firm but calm way
2. One of the main reasons bullying and harassing behaviours continue to occur is because students are too afraid to talk about it. If the bullying/harassing continues:
 - it is okay to talk about it. It is important to break the bullying code of secrecy and fear
 - it is important to ask for help when needed. Talk to parents/carers
 - reporting an incident is not dobbing. It is a very helpful and positive thing to do
 - speak to a teacher/staff member (eg. Heads of Year, Social Worker, School Based Youth Health Nurse or Chaplain) confidentially. The bully does not have to know
 - talk with the Pastoral Care Group Teacher, Peer Mediators/Peer Support Leaders, or friendship group

What should students do if they SEE bullying or harassing behaviours?

If present when bullying behaviours occur:

- Talk to students who are getting a hard time
- If safe, challenge the students demonstrating bullying behaviours or attempt to distract them
- **Report the incident** or suspected incident and help break down the code of secrecy
- **Provide reliable information** to a staff member, if you are questioned about a bullying or harassing incident

What should parents/carers do if they suspect their child HAS EXPERIENCED bullying or harassing behaviour?

- Look for warning signs, eg. not wanting to go to school or unexplained anxiety symptoms
- Talk to their child about any incidents and give support
- Help their child identify any of his/her behaviours which may contribute to bullying and encourage their child not to retaliate
- Advise their child to tell a staff member about the incident
- Resist the temptation to confront the bully personally
- Inform the school through the relevant Head of Year or Pastoral Care Group teacher

What might staff do to MINIMISE / AVOID INCIDENCES of bullying or harassment?

- Be a role model in words and actions at all times
- Be observant of signs of distress or suspected incidents of bullying
- Make efforts to remove opportunities for bullying by active patrolling during supervision duty
- Listen to, act on and document any reports of bullying or harassing behaviours
- Arrive at class on time, move promptly between lessons and encourage students to do so as well
- Use positive and respectful language in dealings with students
- Set clear expectations for classroom practice
- Report suspected incidents
- Take steps to help students who have been bullied or harassed, and refer where appropriate to Support Services staff

What COURSES OF ACTION might be taken to deal with bullying/harassing behaviours?

- The Head of Year/Deputy Principal (DP)/Principal will discuss the incident with all

- the student/s involved
- The student/s may be given some advice by a Head of Year, Guidance Officer (GO) or member of the Support Services staff
- The parents/carers of the student/s involved may, depending on the incident, be informed and requested to discuss the situation with either the Heads of Year, DP, GO or other Support Services staff

A STRATEGY TO DEAL WITH BULLYING & HARASSMENT - PEER MEDIATION PROGRAM

The Centenary Heights State High School community is committed to a process of helping students seek workable, respectful and non-violent resolutions to disputes. The Peer Mediation Program strongly supports this strategy.

What is Peer Mediation?

It is a voluntary process where the students who are in conflict accept the assistance of a neutral peer mediator to guide them systematically to an understanding of their conflict. However it leaves the decision-making power in the hands of the students in conflict. Peer mediation is therefore a self-empowering process because it emphasises the students' own responsibility for decisions that affect their lives.

The primary purpose of peer mediation is not to reach agreement (although this would be a desirable result) - it is to provide a process within which students can be guided by the peer mediator to educate themselves about their conflict and explore the options open to them to resolve it.

Restrictive Practices

Staff at Centenary Heights SHS are obliged 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 of Education's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding)

which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you require 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

- [National Safe Schools Framework](#)
- [Working Together](#) resources for schools
- [Cybersafety](#) and schools resources
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)
- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#)
- [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](#)