



**Spinifex
State
College
Mount Isa**

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

The Spinifex State College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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Endorsement

Principal Name:	Tom Bates
Principal Signature:	
Date:	24/07/2025
P/C President and-or School Council Chair Name:	Kasey Griffin
P/C President and-or School Council Chair Signature:	
Date:	24/07/2025

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Learning and Behaviour Statement

Spinifex State College aims to develop a positive school-wide culture that empowers students and staff to learn and work together to enhance academic, personal and social success.

All areas of Spinifex State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as a means of maximising the success of the academic education programs. Our school wide framework for behaviour is Positive Behaviour for Learning (PBL)

The student code of conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explained to everyone, assisting Spinifex State College to create and maintain a positive and productive learning and teacher environment where ALL school community members have clear and consistent expectations and understands of their role in the education process.

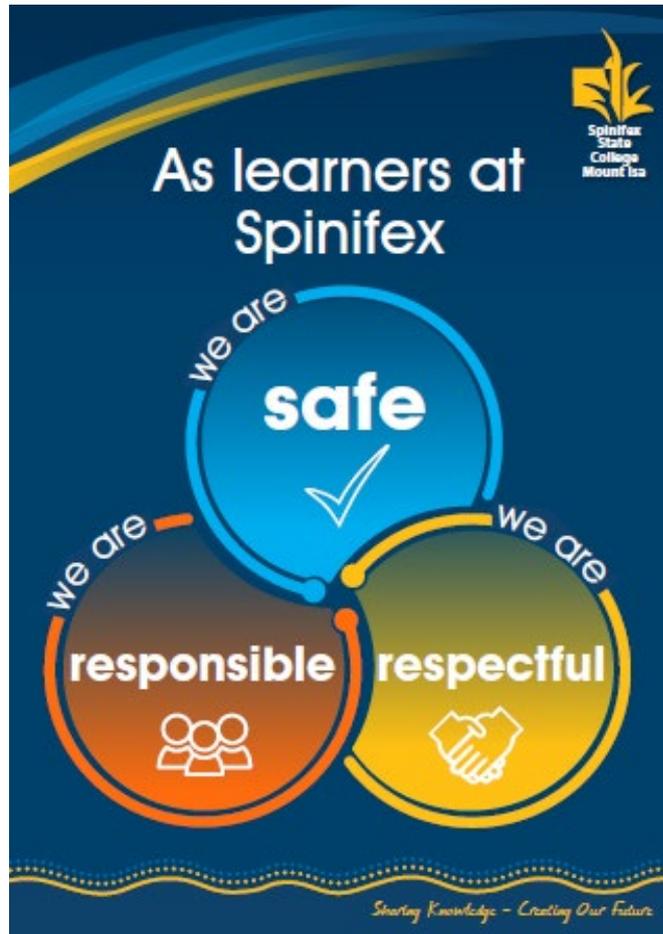
Sitting underneath the PBL framework are elements of: Complex Case Management, Restorative Justice and the Berry Street Education Model

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

As learners at Spinifex:

- We are Safe
- We are Respectful
- We are Responsible

Our school expectations have been agreed upon and endorsed by all staff and our School P&C. They aligned with the values, principles and expected standards outlined in the Education Queensland's Code of School Behaviour.



Student Wellbeing and Support Network

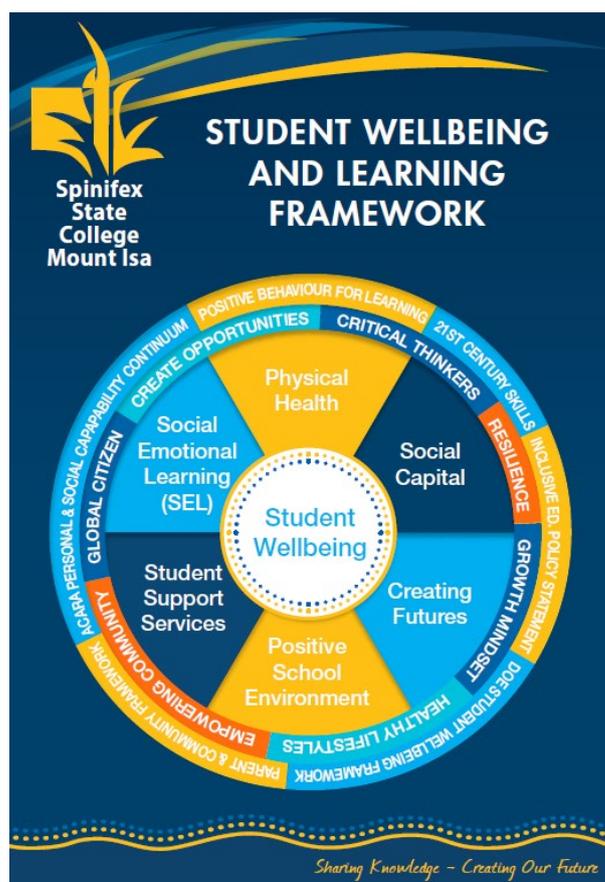
Spinifex State College offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their Year Level Deputy Principal or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.



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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Year Level Deputy Principals for advice.

Teaching Support Staff

Role	Focus
Year Level Co-ordinators (Junior Campus)	<ul style="list-style-type: none"> • Monitor the social emotional wellbeing of student's • Contribute to the school's Wellbeing programs and initiatives by providing input into Year Level specific needs, programs and opportunities • Point of contact for students requiring support with peer relationships (including conflict, bullying and harassment) • Engage support staff / processes / programs to build personal skills and resolve conflict • Raise and discuss significant peer conflict with Year Level Deputy Principal
Year Level HODs (Junior Campus)	<ul style="list-style-type: none"> • Support new students to make social / peer connections • Respond to parent queries and concerns related to attendance, uniform, peer relationships & wellbeing • Refer students for support if required
House Masters (Senior Campus)	<ul style="list-style-type: none"> • Monitor the social emotional wellbeing of student's • Point of contact for students requiring support with peer relationships (including conflict, bullying and harassment) • Respond to parent queries and concerns related to attendance, uniform, peer relationships & wellbeing • Engage support staff / processes / programs to build personal skills and resolve conflict • Raise and discuss significant peer conflict with Year Level Deputy Principal

Non-Teaching Support Staff

	Teachers Heads of Dept. Deputy Principals Principals	Guidance Officer (GO)	School-Based Youth Health Nurse (SBYHN)	School-Based Police Officer (SBPO)	Chaplain	Community Education Counsellors (CEC)	Youth Support Coordinator (YSC)	Transition Pathways Officer (TPO)	Success Coach (Jnr Campus only)	Head of Special Education Services (HOSES)
Focus	General support for students	Social, emotional, developmental, learning and engagement	Health (including mental health)	Students at risk of offending or becoming involved in the juvenile justice system	General support for students	Educational participation of Aboriginal and Torres Strait Islander students	Students who have recently disengaged or are at risk of disengaging from education or training	Year 6 students transitioning to Junior Secondary and students at risk of disengagement	Student engagement and attendance	General support for students with disabilities
Role	Everyday support for learning, conflict resolution and social/emotional support	Guidance counselling support, assessment and referral	Health promotion, individual health consultation, develop partnerships with external agencies	Promote a safe school environment and positive relationships between the school community and police	Compliment other support services, support students and provide an additional adult role model	Educational counselling and community engagement	Support students to assists their engagement and training	Support the transition programs that already occur in the school and to provide a safety net for students that are at risk of disengaging from school	Support student success and retention, individual support for students at risk through monitoring and tracking of students	Monitoring the progress, performance and behaviour of students with disability
Student Target Group	All students	All students	All students	All students	All students	All students from Aboriginal or Torres Strait Islander backgrounds	All students	All students	All students	Students with disabilities
Can they work with parents?	Yes	Yes	Yes	Yes	Yes	Yes – Aboriginal and/or Torres Strait Islander	Yes	Yes	Yes	Yes
Other relevant information	Ongoing professional development and support	N/A	These staff are Queensland health employees. Students decide if they pursue a referral	SBPO are Queensland Police Service Employees	N/A	N/A	N/A	N/A	N/A	

Whole School Approach to Discipline

Spinifex State College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Spinifex State College, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Multi-Tiered Systems of Support

Spinifex State College uses a tiered system of support as the foundation for our approach and behaviour.



3 Tiers of Support

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing explicit behaviour lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them

<p>2</p>	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons 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 Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • 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). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. 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.</p> <p>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.</p>

Behaviour Matrix

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Spinifex State College we emphasise the importance of directly teaching the behaviour we expect students to display at school.

	All Settings	Classroom	To and From School	School Grounds	Off Campus Activities	Toilet	Information Technology
We are safe	<ul style="list-style-type: none"> We follow instructions promptly and completely We use resources appropriately We keep our hands and feet to ourselves We report any concerns about safety We look out for others We follow the school dress code unless otherwise instructed We are sun-safe 	<ul style="list-style-type: none"> We follow subject workplace health and safety requirements We enter the room with teacher permission We sit in chairs correctly We ask permission to leave a room We ask permission to leave our seat We enter and leave in an orderly manner We leave the room in a neat and tidy manner 	<ul style="list-style-type: none"> We follow road safety rules travel along designated routes We sign in at the office when late We walk our bikes/scooters in the school grounds 	<ul style="list-style-type: none"> We wear shoes at all times We walk around the school calmly We keep paths clear for others We play non-contact sports only We play ball games in designated areas We are only on the oval if we are participating in sport 	<ul style="list-style-type: none"> We follow the venue's rules and expectations We remain in designated areas 	<ul style="list-style-type: none"> We maintain a clean environment We use toilets appropriately We observe hygienic practices We use the sanitary bins provided 	<ul style="list-style-type: none"> We protect our online identity We report cyber bullying We use social media in a positive and appropriate manner We keep our passwords private We keep our devices in a safe location We only handle school electrical equipment when instructed to do so
We are Respectful	<ul style="list-style-type: none"> We represent our school with pride We respect the rights of others to learn We respect other people's property We speak using respectful and polite language to staff, students and members of the community We are tolerant of others We are respectful to all staff and students We encourage and support others We keep our school tidy We respect personal space We keep our romantic affections outside of school We respect our school facilities and environment We keep our school chewing gum free 	<ul style="list-style-type: none"> We use active listening skills We remove our hat upon entering classrooms 		<ul style="list-style-type: none"> We follow directions from staff on duty We follow rules when playing games We encourage fair play in games We demonstrate patience and courtesy in tuckshop lines 		<ul style="list-style-type: none"> We respect people's privacy We avoid loitering in and around toilet area 	<ul style="list-style-type: none"> We communicate respectfully to peers through social and electronic media We put our personal electronic devices "Away for the Day, when on school grounds
We are Responsible	<ul style="list-style-type: none"> We arrive at school and our classes on time We actively engage in our learning We take responsibility for appropriate language and actions We take responsibility for our own learning We take responsibility for our health We keep our school a smoke free environment (including vaporizers/e-cigarettes) We keep all areas clean We ensure our books are kept neat and tidy 	<ul style="list-style-type: none"> We turn off and put away all electronic devices before we enter a room We come to class prepared to learn We come to class with all required equipment We attend all of our timetabled classes We have our school diary at every lesson We are responsible for completing all homework/assessment tasks to the best of our ability We adhere to assessment due dates We follow up work from missed classes 	<ul style="list-style-type: none"> We report inappropriate behaviour to the school office immediately 	<ul style="list-style-type: none"> We move promptly between classes on the first bell at the end of both lunches and start of school We use break time to re-fill water bottles We only make personal purchases at tuckshop 	<ul style="list-style-type: none"> We return consent forms on time We remember the details of our off-campus activity 	<ul style="list-style-type: none"> We keep walls clean We wash our hands We conserve water and paper We use break time to access the toilet We obtain teacher permission before leaving class in personal emergencies We report damage or smoke immediately to office 	<ul style="list-style-type: none"> We use school electronic devices responsibly We come to school with our laptops charged We store our laptops appropriately We report inappropriate use of devices to appropriate persons We adhere to the electronic devices policy We back up all of our work regularly We adhere to the Internet Access Agreement we signed on enrolment



Major and Minor Behaviour Definitions

OneSchool Behaviour Category	OneSchool definition for suspensions/exclusions	Examples	
		Minor <i>(Teacher/classroom dealt with)</i>	Major <i>(OneSchool referred to HOD/DP or office immediately)</i>
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Using offensive language in front of a staff member and/or students. <ul style="list-style-type: none"> Swearing directed at other students Low level swearing around adults or in conversation with adults Swearing as a reaction, not directed at anyone in particular Non-threatening or indirect swearing 	Inappropriate language directed towards a staff member and/or student that causes offence. <ul style="list-style-type: none"> Offensive or highly inappropriate swearing or abusive and derogatory language towards other students Swearing directly at a teacher Swearing in response to being given an instruction
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.	Failure to submit evidence of assessment	Deliberately copying the work of another student for the purpose of completing assessment. Plagiarism of assessment from the internet, books, students work and or any other published source <ul style="list-style-type: none"> Use of software to write assessments (ChatGPT) Sending and receiving assessment information Sharing assessment questions and answers
Bomb threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	N/A	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.	No minor for this category	Systematic, targeted, ongoing abuse- actions, words, texts or online <ul style="list-style-type: none"> Cyberbullying- ongoing threats of physical violence over social media, reposting images, constant harassment, tagging in comments Intent to cause distress Malicious in nature Bystander behaviour- encouraging and supporting bullying behaviour of others
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Refusal to follow reasonable instructions from all adults at the school Lunch time behaviours i.e. refusing to stop playing with a piece of equipment Deliberately refusing staff requests Deliberate non-compliance - not completing work in class, not moving in class, not following common agreements, hats, phones, bags 	<ul style="list-style-type: none"> Students refusing to follow instructions that affect the safety of others Repeated minor defiance despite variety of strategies implemented
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Talking back Inappropriate comments towards staff members and students 	<ul style="list-style-type: none"> Highly offensive inappropriate comments about race, gender and sexuality directed at a student/staff member

		<ul style="list-style-type: none"> • Comments related to race or sexuality • Isolated incident 	<ul style="list-style-type: none"> • Disrespect in front of a large audience • Consistent inappropriate comments towards staff and/or students • Persistent talking back
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.	<p>Low intensity, inappropriate interference that takes away from the learning environment, but does not result in physical harm to self or others.</p> <ul style="list-style-type: none"> • Walking around room disruption other students from learning • Leaving seat without permission • Leaving the classroom without permission 	<ul style="list-style-type: none"> • Persistent inappropriate behaviour causing an interruption to learning in a class or activity despite attempts to correct causing complete disruption to teaching and learning. • Running around the school disrupting the learning of others, banging on doors etc. • Influencing disruptive behaviour of others
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	<p>Student is not wearing correct uniform and does not have a note.</p> <ul style="list-style-type: none"> • Partial PPE • First offence or infrequent • Subject specific PPE dealt with by classroom • inappropriate footwear for task (I.e steelcaps and HPE) • Inappropriate footwear for school (thongs, crocs etc) 	<p>The clothing worn to school is inappropriate and consistent or offensive. Student is not wearing correct PPE as required for the subject area: thongs/unsafe footwear in a workshop/lab/kitchen.</p> <ul style="list-style-type: none"> • Student refusing to follow the process or teacher's instructions to wear correct uniform • Repeated or ongoing refusal to wear correct uniform or PPE
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.	<ul style="list-style-type: none"> • Forging signatures on toilet slips, permission slips 	<ul style="list-style-type: none"> • Forging parent/guardian signature
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> • Play fighting/sparring 	<ul style="list-style-type: none"> • Mutually set up and participation in a fight between students • Engaging in a physical fight regardless of how it starts
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.	<p>Student delivers disrespectful message (verbal or gestures) to another person that are unwanted includes: one off intimidation, obscene gestures, texts, emails, pictures or written notes, unwanted comments and questions. Where an isolated or one-off incident occurs. Offensive name calling. Not targeted at one person all the time.</p>	<p>Ongoing harassment or explicit sexual act/s, vilification. Extremely offensive or very graphic one-off harassment.</p> <p>Delivery of threatening messages via face to face or digital media</p>
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.	<ul style="list-style-type: none"> • Poking, prodding, pushing or pinching etc of other students that does not cause harm • Incitement or encouragement of others to undertake physical aggression • Hitting, kicking, slapping, spitting, pinching etc of other students that does cause harm 	<ul style="list-style-type: none"> • Premeditated attack of another student • Unprovoked attack • Incitement or encouragement of others to undertake physical aggression • Use of object as a weapon to attack another student • Double banking/ assisted assault • Harm to animals



Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Minor graffiti i.e. writing on desk • Disrespectful use of furniture and equipment, and grounds (plants/grass). 	<ul style="list-style-type: none"> • Wilful destruction of school, other students', teachers' or public property. • Graffiti of school property. • Damage cause by physical aggression- punching walls, windows etc.
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.	<ul style="list-style-type: none"> • Throwing objects around the classroom or playground • Using sporting equipment in non-allocated zones • Using equipment inappropriately eg laser pointers • Misuse of resources such as chemicals, paints etc 	<ul style="list-style-type: none"> • Throwing objects towards people or property with intent to cause harm or damage • Throwing objects with intent to harm others • Using high risk equipment in an unsafe manner
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.	Not following teachers' instructions regarding completion of class work, failure to submit assessment items. Attendance, leaving class without permission..	Repeated failure (more than three times in one lesson or continuously through a course of study) to complete set class work, attend or submit assessment items
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	N/A	Possession/distribution or trading of substances or implements that are deemed illegal.
Substance involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<ul style="list-style-type: none"> • Being a bystander 	<p>Possession of vapes, tobacco, alcohol, drinking or being under the influence of alcohol or other substances at school or during a school event (including excursions and school camps).</p> <ul style="list-style-type: none"> • Use of vapes on the school grounds • Use of vapes in the classroom • Use of above items in school uniform (outside) • Chroming
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.	<ul style="list-style-type: none"> • First refusal of handing over of elective device • Off task internet use • turning off or pulling out computer cables, printing offensive words or images, • Negative use of, threats and engaging in disputes on, social media, mobiles phones and computers. 	<p>Persistent minor behaviour, attempts to cause permanent, serious damage to equipment, accessing pornographic or inappropriate material.</p> <ul style="list-style-type: none"> • Continual and ongoing refusal to hand over electronic device • Filming of fights • Uploading fights to social media • Filming/voice recording others without consent (could be minor?) • Distribution of images that infringe on privacy of others
Theft	Student is involved by being in possession of, having passed on, or being responsible	Taking other students' property without intending to keep it.	Theft of school, other students', teachers' or public property.



	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).		Leaving school grounds without permission.
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).	One off truancy of a lesson or parts of lesson.	Repeated ongoing patterns of truancy.
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).	<ul style="list-style-type: none"> • Aerosol cans in bag • Spaying aerosol cans out of bag regardless of use 	<ul style="list-style-type: none"> • Lighting fires • Lighters, matches
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.	<ul style="list-style-type: none"> • Possession of banned item without intent to use (i.e. unaware of potential danger, bike tools, Leatherman's etc) 	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.	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Principal or Deputy only to use this • Not to be used as a secondary behaviour • Charges that pose risk to the safety of others in the school environment.

Consideration of Individual Circumstances

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

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

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

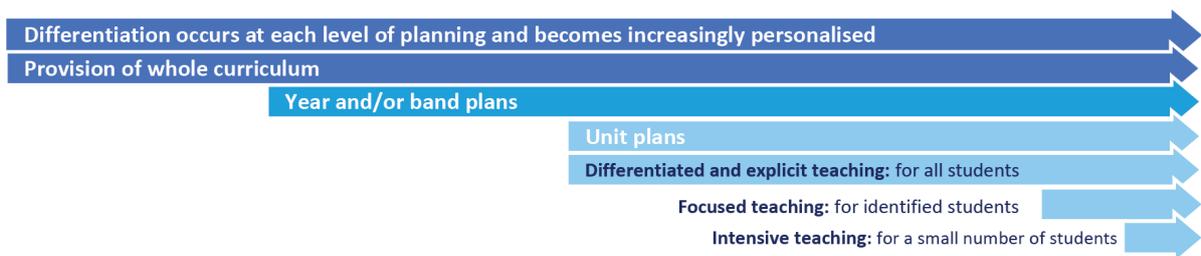
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Spinifex State College 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 Spinifex State College 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.

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.

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 Spinifex State College 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.

Spinifex State College has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invest in the following evidenced based programs to address specific skill development for some students:

- 4 Dimensions
- Berry Street Education Model
- Check in, check out
- Bella girls
- Functional Base Assessment

For more information about these programs, please speak to the Year Level Deputy Principal.

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 Spinifex State College Student Code of Conduct are links to legislation, which influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school 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

Behavioural Expectations

Having clear expectations for behaviour in every classroom helps to:

- create a positive classroom environment
- provide all students with a sense of security
- reduce student anxiety
- maximise learning time
- enable student self-monitoring
- support positive behaviour
- ensure consistency.

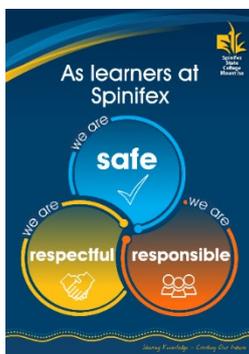


Developing classroom rules

- ✓ Develop rules from school-wide expectations
- ✓ Have no more than 5 classroom rules
- ✓ State rules positively
- ✓ Discuss reasons for rules with students
- ✓ Frequently refer to the rules
- ✓ Teach students the social-emotional-behavioural skills needed to follow the rules.

Teachers establish rules for the classroom based on the school wide expectations. The rules are taught and regularly referred to. Signs and posters are often used to prompt students to use the rules. We can all support positive student behaviour by talking to children about the rules and the reasons why they are important at home and school.

As Learners at Spinifex, we are safe, we are respectful, and we are responsible. These are our three expectations that underpin PBL at our school. This expectation poster is displayed throughout the school grounds and in every classroom. To ensure consistency across the campuses we have further defined each expectation and created posters, which are to be displayed in every classroom to be used by teachers on a regular basis



Positive Reinforcement

Positive reinforcement is about acknowledging students when they display positive behaviour. Everyone needs positive feedback in order to learn and keep using behaviours or skills. Behaviour is reinforced when we are provided with something we value following a desired behaviour. Positive reinforcement includes verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity. One of the quickest and easiest ways used by teachers to improve classroom behaviour is by pointing out when students do the right thing.

Positive behaviours specific feedback

Teacher feedback is one method of positive reinforcement. It has been shown that higher rates of positive teacher feedback are associated with increased teacher and student wellbeing, more positive environments and increased academic engagement. The recommended ratio of positives to correctives is 4:1.

A simple formula for positive behaviours specific feedback is:

- Describe the behaviour
- Pair with a positive (verbal or non-verbal)
- Link to the school wide expectation (optional)
- Use names or refer to the group

E.g. 'You started work straight away James. You're being responsible'

The composite image includes a photograph of a teacher and a student looking at a book. To the right is a circular diagram titled 'Positive relationships' with sub-points: 'Classroom organisation', 'Differentiation', 'Behavioural expectations', 'Explicit skills teaching', 'Positive reinforcement', 'Active engagement', and 'Classroom and peer engagement'. Further right is a 'Positive reinforcement' menu with nine items: 'Give time with preferred adults or peers' (alarm clock icon), 'Earn special privileges' (phone icon), 'Give a high-five' (hand icon), 'Earn a leadership role' (award icon), 'Give verbal acknowledgement' (speech bubble icon), 'Use affirming body language' (thumbs up icon), 'Allow access to a preferred activity' (musical notes icon), 'Award points or tokens' (star icon), and 'Provide small tangible rewards' (film strip icon).

Teachers with their classes are to develop appropriate positive consequences and display them on the menu provided. This poster is to be used and referred to on a daily basis in the classroom to re-teach and reinforce expected behaviours.

At Spinifex we use a whole school rewards system. Students are awarded merit points on [IDAttend](#) when they display safe, respectful and responsible behaviours. Merit Points are converted to Spinifex Dollars and can be spent in the Spinifex's shops on both campuses. Each term we will set a goal i.e.: 50 000 points. Once this goal is achieved the whole school will participate in a celebration activity, such as a sausage sizzle, ice blocks, water fight, hamburgers etc. All students are included in this celebration activity.



Active engagement

Actively engaging students results in decreased disruptive behaviour and increased on-task behaviour. Teachers encourage student engagement by getting to know students and providing differentiated instruction at the correct level. While teachers always try to make work interesting, it is also important for students to learn that at times we all need to do work that we don't particularly like. Teachers encourage students to engage in non-preferred tasks by explaining why certain tasks are important, including choices, being empathetic, and reminding students that there are other times during the school day for students to work on more preferred tasks.



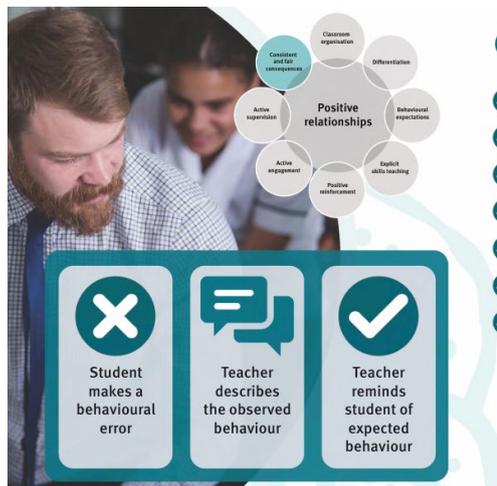
Active engagement strategies

- ✔ Set expectation that anyone can be called on
- ✔ Keep track of students responding
- ✔ Incorporate choral responses
- ✔ Use personal white boards
- ✔ Encourage gestural responses
- ✔ Provide guided notes
- ✔ Share in pairs or groups

At Spinifex we use **What, Why and How** for curriculum and behaviour. This ensure students know exactly what is expected of them to actively engage in the activity set.

Consistent and fair consequences

It is important that teachers respond consistently to problem behaviours using fair, logical, and predictable consequences. The purpose of a consequence is to correct and teach; therefore, teachers aim to reteach the expected behaviour when a consequence is necessary. Consequences are selected to fit the individual student, the specific behaviour, the context or setting, and the function, frequency and the severity of the behaviour. Consistency in consequences is more important that the size of consequence. Consequences need to be flexible according to the student circumstances and adapted when they are not working.



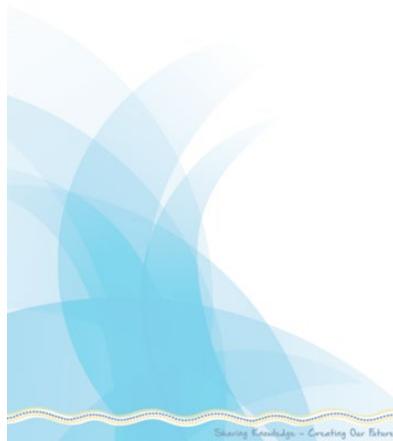
Corrective feedback

- ✔ Speak quietly and firmly
- ✔ Keep facial expression and body language calm
- ✔ Deliver correction privately
- ✔ Keep correction brief
- ✔ Allow processing time
- ✔ Move away and monitor
- ✔ Provide positive acknowledgement when student demonstrates the expectation

NEGATIVE Consequence



Teachers at Spinifex complete a negative consequence menu with their classes and refer to on a regular basis to redirect and re-teach behaviours. To help with implementing these consequences please refer to flowchart below.





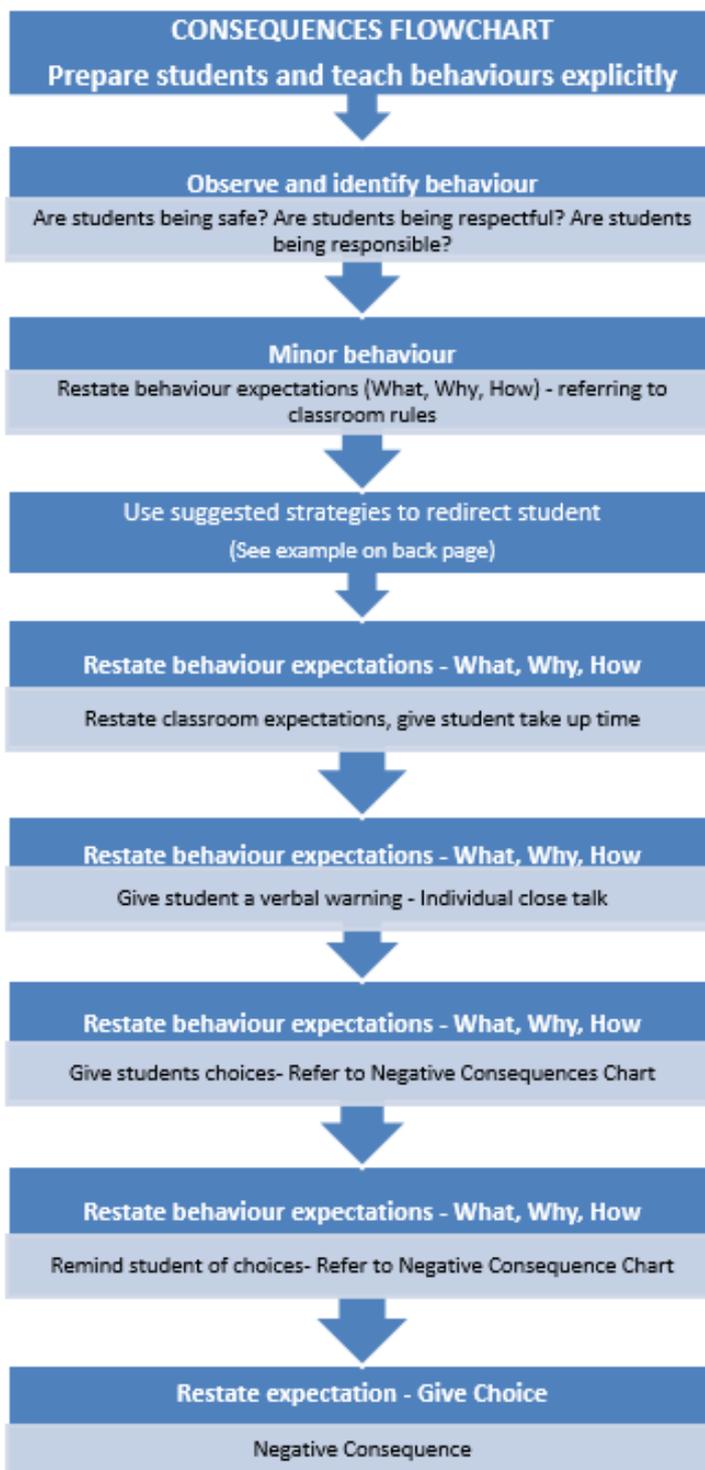
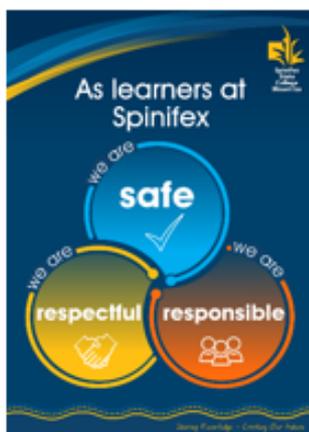
Positive Behaviour for Learning

The Teacher will:

- Create a calm environment
- Establish expectations
- Give clear instructions
- Wait and scan
- Cue with parallel acknowledgement
- Use encouraging body language
- Use descriptive encouraging
- Selectively attend
- Redirect the learning
- Give a choice
- Follow through
- Keep records for evidence (diary)

Possible Positive Consequences for students:

- Praise
- Non-verbal encouragement
- Spinifex stamps
- Positive phone calls home
- Postcards
- Refer to house master/YLC/HOD/DP
- Sharing good news with others
- Record positive behaviour on OneSchool
- Prize box
- Special privileges in the classroom



If inappropriate behaviour continues consider:

- If it is seriously disrupting the learning of others – refer to an alternative workspace
- If not, give choice to improve behaviour or a further consequence and deal with behaviour at the end of the lesson.

Sequence for Behaviour

Positive behaviour	
Behaviour	Possible Consequences
<p>At this level, all students are on task. Students are modelling: As learns at Spinifex:</p> <ul style="list-style-type: none"> • We are safe • We are respectful • We are responsible 	<p>Positive reinforcements of expectations could include:</p> <ul style="list-style-type: none"> • Non-verbal praise/body language encouraging • Verbal praise/reinforcement • Formal acknowledgement Spinifex Stamps/ Gotcha (lunchtime), rewards, certificates, parades, • Phone call home/postcard home for good behaviour/achievements
Level 1- Classroom behaviours	
Behaviour	Possible Consequences
<p>Inappropriate low level student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> • Minor incidents • Ignoring instructions • Lateness to class • Littering • Inappropriate language • Use of personal electronic devices • Eating/drink in classrooms • Disruptions to the teaching and learning process during lessons • Leaving class without permission • Minor Workplace Health and Safety • Uniform infringements • Truancy 	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> • Verbal warnings/re-correction • Verbal negotiation, explain choices • Reminder of classroom expectations • Change of seating plan • After class discussion • Lunchtime detention • Contact with parents • Litter duty • Loss of classroom privileges • Item confiscated
Level 1B- Alternative Workspace	
Behaviour	Possible Consequences
<p>Inappropriate low level student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> • Continued level 1 behaviours 	<p>Teacher sends student to an alternative workspace which could include:</p> <ul style="list-style-type: none"> • In-class separation • Removal from class for one-on-one resolution or Restorative Practice • Send student to buddy class • Send student to HOD • Send student to Supervised Alternative Workspace <p>Further to this the Teacher/HOD must also:</p> <ul style="list-style-type: none"> • Make parent/care contact • Issue detention/consequence • Resolution meeting • Restorative conference • Peer mediation • Individual Behaviour Plan • Referral to specialist support- HOSES, Case Manager, PBL Teacher etc.
Level 2- Year Level HoD/ Curriculum HoD	
Behaviour	Possible Consequences
<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> • Repeated incidences of level 2 behaviour (processes have been followed) • Harassment/bullying/intimidation/threats • Abusive Language towards teacher • Repeated truancy • Repeated refusal to follow instructions • Workplace Health and Safety • Continual Uniform infringements (Housemaster/YLC) • Failure to complete assessment • Continual use of personal electronic devices 	<p>The student is referred to the HOD and consequences that may follow are:</p> <ul style="list-style-type: none"> • Loss of privileges • Restorative Practice • Parent meetings • Detention Room (JNR) • Afternoon detentions • Internal Suspension (Year Level HOD- in consultation with DP) • 1-10 Day suspension (Year Level HOD- in consultation with Principal) • Withdraw from class/activity • Discipline Improvement Plan • Check in Check Out
Level 3- Deputy Principal/ Principal	
Behaviour	Possible Consequences

<p>Inappropriate student behaviour to be dealt with at this level may include but not limited to:</p> <ul style="list-style-type: none"> • Repeated level 3 behaviour • Physical aggression/ assault/sexual assault /fighting • Dangerous use of a motor vehicle include bikes • Major Vandalism • Wilful damage • Theft • Pornography • Abusive, racist, sexist language or behaviour, discrimination • Possession, taking/under the influence, selling or supplying drugs/ implements illegal substances • Possession/consumption/sale/use of alcohol • Repeated smoking/possessions of smoke implements • Possession/use of weapons • Wearing of items to identify attachments to and or involvement in “gangs” 	<p>Principal in consultation with Deputy Principal determines the most appropriate course of action which may include any of the following:</p> <ul style="list-style-type: none"> • Parents/guardians notified • Administration interviews • Alternative program • Loss of privileges • Counselling (internal/external agencies) • Behaviour Management Plan • Individual Behaviour Plan • Restitution • Restorative Practice • Cancellation of Enrolment • 1-10 or 11-20 day suspension • Recommendation for Exclusion <p>Please note: All illegal Drug and Alcohol related offences and Physical assault may result in proposal for exclusion on the first offence.</p>
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Level One

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Classroom teachers at Spinifex State College adheres to the above PBL Flowchart to differentiate classroom behaviour management while being fair and consistent.

Level 2

Each year a small number (5-10%) of students at Spinifex State College are identified through our referral process as needing extra support to meet our expectations. In most case, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and the learning of others at risk if not addressed in a timely manner.

At Spinifex, Year Level Teams, Heads of Departments, Deputy Principals and/or Head of Campus/Principal manage the behaviour support. This support may involve specialised programs and intervention strategies for students with at-risk behaviour with the increased opportunities to receive positive contact with adults and additional support from school staff. Intervention strategies may include

- Check in Check out Strategy
- Case managers
- Referral to Support Team

- Functional Behaviour Assessment
- Individual behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Counselling and guidance support
- Teacher coaching and de-briefing
- Referral to Student Support Team for team-based problem solving
- Stakeholder meetings with parents and external agencies

Level 3

Spinifex State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need specialised support systems developed in consultation with parents/caregivers and other relevant specialised personnel.

Students who require intensive support case managed by a variety of school staff including Heads of Campus, Deputy Principals, Heads of Departments and members of the Student Support Team.

The school-based support team:

- Works with other staff members to develop appropriate behaviour support strategies;
- Facilitates a Functional Behaviour Assessment for appropriate students;
- Develop complex case manage and review;
- Arranges stakeholder meetings with parents and external agencies including regional specialists;
- Communicates strategies to all staff to ensure consistency of approach;
- Monitors the impact of support for individual students thought ongoing data collection;
- Makes adjustments as required for the students; and
- Develops networks with community agencies to access intensive support programs required to address specific issues.

The school leadership teamwork in consultation with the Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (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 Spinifex State College, 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 Spinifex State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. 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 not mandatory for the student or their parents to attend a re-entry meeting. It may be 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 or in writing as a part of the official Suspension paperwork. Re-entry meetings are short, taking less than 10 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 OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda. 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
- 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
- Walk with student to classroom

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

Spinifex State College 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 Principal of Spinifex State College will 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 Spinifex State College 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 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**).

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Use of mobile phones and other devices by students

The Queensland Government has made a decision to ban mobile and wearable devices in all Queensland schools in 2024. This includes all mobile phones and smart watches, earphones and portable speakers. Spinifex State College will be a Device Free Zone and students will need to put their phones 'Away for the Day' when then enter the school grounds. This includes during lunchtimes.

Things students may need to consider:

- will need to swap to a laptop to use for curriculum and research purposes;
- will not be able to use mobile phones or smart watches to access the time and/or timetable;
- may need to move to wearing a normal watch to tell the time;
- will need to carry a paper copy, or memorise, their timetable;
- can purchase a calculator for Maths or install a calculator on their laptop;
- will need to leave ear buds, headphones, speakers etc at home or in bags (unless expressly needed for curriculum and can then only be used at that time);
- will need to bring cash or an ATM card to school for tuckshop purchases;
- will need to use the office to contact home and parents will need to contact the school to get messages during the day to their child/ren;
- can leave their phone at the office upon arrival at school on a voluntary capacity, to be collected at the end of the day.



The following processes will be enacted when a mobile phone, smart watch or earphones/headphones are seen within the school grounds or during a school excursion.

It is expected that students will not engage in an argument about their phone or other device being confiscated. If students do not surrender the required device/s to the office or the teacher, (this applies during class and at lunch time) a behaviour referral will be sent to the Year Level Deputy Principal. Students who refuse to hand their device to a teacher or the office will receive an additional detention.

- First time – Student is to surrender the device to the office (student will take it to the office with an office referral form OR the student gives the device to the teacher who will take it to the office) and an Admin detention is given. The student can collect the device from the office at the end of the school day.
- Second time – Admin Detention is given, and the device is to be collected by a parent/guardian from the office at a time that is convenient for the parent (office hours are 7.30am-3.30pm)
- Third time – after school detention is given and phone the device is to be collected by a parent/guardian from the office at a time that is convenient for the parent (office hours are 7.30am-3.30pm)
- Fourth time – Possible Suspension from school for 3 Days and/or additional consequences as determined by the Principal/Head of Campus.
- Subsequent offences – categorised as a major behaviour incident as the student has breached the policy four times and has brought a banned item into the school. Consequences will vary based on the student's behaviour record and may result in a more serious consequence in line with the school's Student Code of Conduct.

Students found with inappropriate content stored on any personal digital device will be dealt with according to the Student Code of Conduct for not following expectations.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly

Preventing and responding to bullying

Spinifex State College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Spinifex State College has a **Student Leadership Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Council are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Spinifex State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Spinifex State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

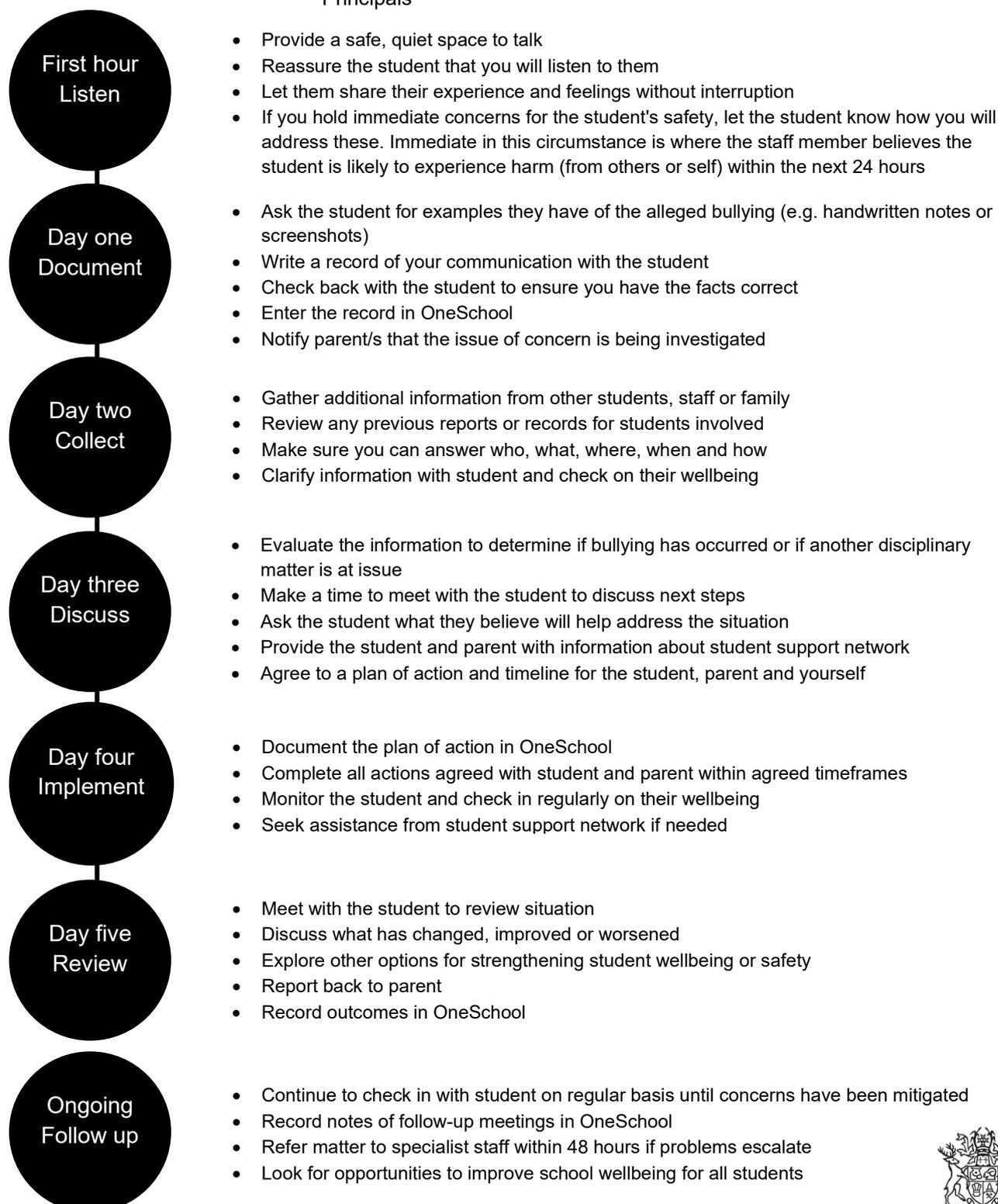
The following flowchart explains the actions Spinifex State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 –Classroom teachers, Year Level Coordinator, Year Level Head of Department, House Masters and Year Level Deputy Principals



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.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

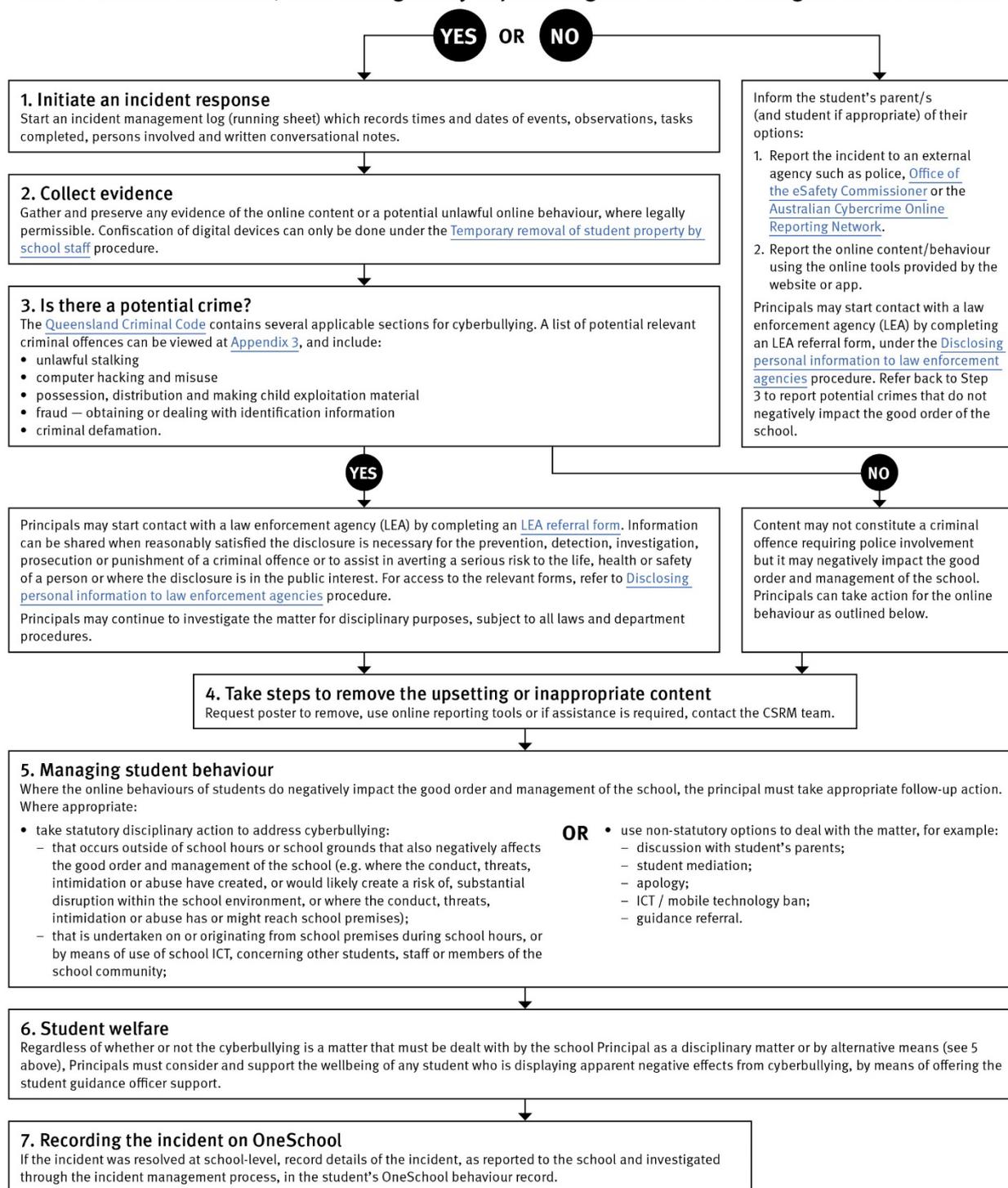
Explicit images

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

Help

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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).

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

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

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

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.