MIAMI STATE HIGH SCHOOL

CODE OF CONDUCT 2026

RESPECT

CONNECT

INSPIRE

Generate innovative opportunities to excite, engage and empower everyone everyday

Contact Information

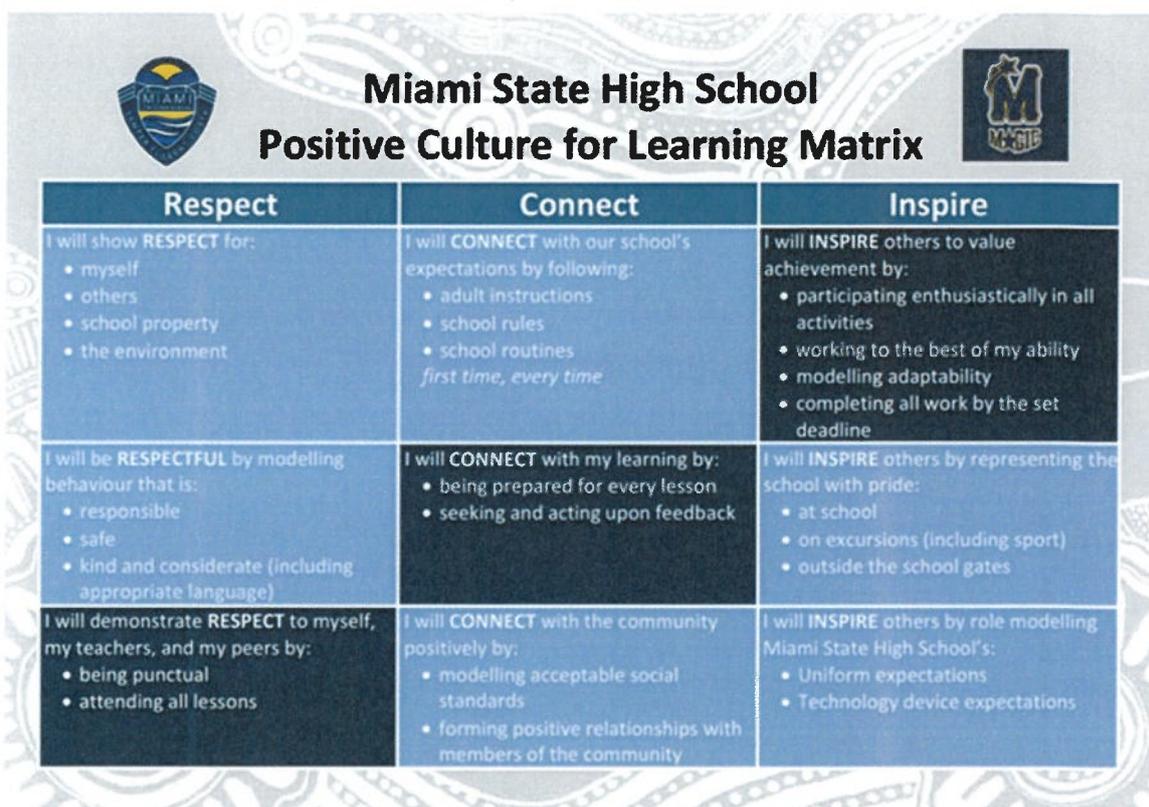|	
Address:	2137-2205 Gold Coast Highway, Miami Queensland 4220
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School website address:	www.miamishs.eq.edu.au
Contact Person:	Clint Curran (Principal)

Endorsement

Principal Name:	Clint Curran
Signature:	*[signature]*
Date:	10/03/2026
P/C President:	Clare Simmons
Signature:	*[signature]*
Date:	10/03/2026
School Council Chair Name:	John Campbell
Signature:	*[signature]*
Date:	10/03/2026
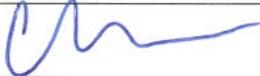
Purpose

Miami State High School is committed to providing a **Positive Culture for Learning** for all students, staff, parents and visitors. The Miami State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to learning and engagement. Its purpose is to facilitate high standards of behaviour from all in the school community. This will ensure that learning and teaching in our school is prioritised; where all students and staff enjoy a **Positive Culture for Learning** and experience success.

Whole School Approach – Positive Culture for Learning
Expectations - Students

Our teachers connect with and safely challenge students daily to reach their full academic potential, never forgetting the importance of educating also on our core values of **Respect, Connect and Inspire.** These values are expected to be modelled by every community member daily in their behaviour and attitude.

Miami State High School
Positive Culture for Learning Matrix

Respect	Connect	Inspire
I will show **RESPECT** for: • myself • others • school property • the environment	I will **CONNECT** with our school's expectations by following: • adult instructions • school rules • school routines *first time, every time*	I will **INSPIRE** others to value achievement by: • participating enthusiastically in all activities • working to the best of my ability • modelling adaptability • completing all work by the set deadline
I will be **RESPECTFUL** by modelling behaviour that is: • responsible • safe • kind and considerate (including appropriate language)	I will **CONNECT** with my learning by: • being prepared for every lesson • seeking and acting upon feedback	I will **INSPIRE** others by representing the school with pride: • at school • on excursions (including sport) • outside the school gates
I will demonstrate **RESPECT** to myself, my teachers, and my peers by: • being punctual • attending all lessons	I will **CONNECT** with the community positively by: • modelling acceptable social standards • forming positive relationships with members of the community	I will **INSPIRE** others by role modelling Miami State High School's: • Uniform expectations • Technology device expectations

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 use behavioural incidents as opportunities to re-teach these expectations.

The Miami State High School Student Code of Conduct is an opportunity to explain our school's values with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our school's values 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.

Our Classroom Expectations
Respect-Connect-Inspire
In our Class:

1. We are prepared and ready to learn

2. We actively listen when others are speaking

3. We follow the teacher's instructions without complaint

4. We complete all the work to the best of our ability

5. _____

6. _____

7. _____

Miami State High School
Effort and Behaviour Matrix

	A	B	C	D	E
BEHAVIOUR	The student **always** demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student **consistently** demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student **mostly** demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student **sometimes** demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.	The student **rarely** demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct and the Student Behaviour for Learning Matrix.
EFFORT	The student is a **model learner**, demonstrating personal commitment, persistence and adaptability. They **always** model the expectations set out in the Student Behaviour for Learning Matrix.	The student **consistently** demonstrates personal commitment, persistence and adaptability in their learning. They **consistently** model the expectations set out in the Student Behaviour for Learning Matrix.	The student **typically** demonstrates commitment, persistence and adaptability in their learning. They **mostly** model the expectations set out in the Student Behaviour for Learning Matrix.	The student **sometimes** demonstrates commitment, persistence and/or adaptability in their learning. They **sometimes** model the expectations set out in the Student Behaviour for Learning Matrix.	The student requires frequent encouragement to persist and persevere with learning. They **rarely** model the expectations set out in the Student Behaviour for Learning Matrix.

Miami Magic Points

At Miami State High School, staff actively recognise and reinforce positive behaviour aligned to our school values. Staff may award students *Magic Points* for demonstrating positive choices, effort and contribution to the school community. These points are recorded and totalled at the end of each term. Students can then transfer their accumulated points to rewards available through the **Miami Magic Shop**, celebrating positive behaviour, engagement and commitment to learning

Point Allocation per Acknowledgement	
5 points	Per Teacher Acknowledgement
15 points	Per Dean (for their respective Year Level) or HOD Acknowledgement (for their respective Department)
25 points	Per Deputy Principal or Associate Principal Acknowledgement
50 points	Per Principal Acknowledgement

Point Allocation per Week	
100 points	Each Teacher
150 points	Each Dean and HOD will be assigned an additional 150 points per week
250 points	Each Deputy Principal, Associate Principal and Principal

2026 Parent and Community Code of Conduct
Supporting learning, wellbeing and safety in our school

Our school prides itself on the collaboration between parents/carers and the broader community. The purpose of our Parent and Community Code of Conduct is to outline to all community members our expectations of conduct.
We will continue to:
- Welcome parents[1] and other members of our diverse community into our school
- Work together with the school community
- Ensure that school staff and students are provided with a safe and supportive teaching and learning environment

The expectation of parents & community members is that they uphold our core values: Respect–Connect–Inspire

ELEMENTS OF ENGAGEMENT	It is expected that staff, parents, community members and visitors to our school will:	Staff, parents, community members and visitors to our school demonstrate this by:
Communication	- be polite to others - act as positive role models - recognise and respect personal differences - (Parents/Carers) use the school's communication processes to address concerns - (Parents) ensure their child attends school ready to learn	- using polite spoken and written language - speaking and behaving respectfully at all times - demonstrating that all members of the school community should be treated with respect and therefore set a good example in their own behaviours - informing staff if the behaviour of others is negatively impacting them or their family - accepting that staff will respond to appropriate communication within 72 hours (unless for any unforeseen reason they cannot) - requesting a meeting to discuss any concerns about their student's education - taking responsibility for their child arriving and departing school on time every day and ready to learn
Collaboration	- support the Student Code of Conduct	- reading and encouraging students to understand and follow the Student Code of Conduct - respect the school and the decisions that are made aligned to the relevant policy and/or procedure - seeking to clarify a student's version of events with the school in order to bring about a peaceful solution to any issue that may arise - (Parents) correcting their own student's inappropriate behaviour - approach the school, not other parents and community members, to help resolve any issues of concern
School Culture	- recognise every student is important to the school - contribute to a positive school culture by working with the school community to enhance student outcomes - work together to resolve issues or concerns - respect people's privacy	- valuing each child's education - acknowledging staff are responsible for supporting the whole school community - understanding that both staff and parents need to work together for the benefit of our students - speaking positively about the school and its staff - not making negative comments about the school, other school community members, including students – in person, in writing or on social media (all platforms) - understanding, at times, compromises may be necessary - considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information

In order to provide a safe and supportive learning environment for our staff and students, the school will not tolerate parents and/or the broader community members exhibiting the following behaviours:

- **Disruptive behaviour** which interferes or threatens to interfere with the daily operations of the school
- **Using loud and/or offensive language**
- **Threatening** to do actual bodily harm
- **Damaging or destroying property** that is not theirs
- **Abusive or threatening communication** via e-mail, phone, social media or other relevant methods

Consideration of Individual Circumstances

Miami State High School takes into account students' individual circumstances when teaching expectations and responding to inappropriate behaviour. 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. For example, some students need additional support to interpret or understand an expectation. For some students, the use of certain disciplinary consequences may be considered inappropriate or ineffective.

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.

Differentiated and Explicit Teaching

Miami State High School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice. Teachers at Miami State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour and social and emotional wellbeing.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour and social/emotional 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. Miami State High School 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.

Intensive Teaching

Research shows that approximately 5% of students 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 of time; other students may require intensive teaching for a more prolonged period.

For a small number of students who continue to display complex behaviours, individualised, functional behaviour assessment, support plans and/or 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.

Differentiated and Explicit Teaching Strategies

The teacher provides responses to minor behaviour problems by enacting:

1. **The 10 Essential Skills for Classroom Management**

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to certain behaviours
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

2. **A Restorative Conversation**

1. Which classroom expectation are you not following?
2. Which School Value is this aligned to?
3. How are you affecting teaching and learning?
4. What will happen the next time you choose not to follow a classroom expectation?
5. What do you need to do to ensure that you are meeting classroom expectations?

3. **Miami Magic Points – Positive Student Reward System**

Focused Strategies

Our teachers (and students) are supported by other school-based staff and school-based policies and procedures to address in-class problem behaviour. This may include:

- The Classroom Engagement Referral Process (Multi-Tiered System of Support)
- A referral to a Dean, Guidance Officer or other support staff
- A stakeholder meeting with parents and/or external agencies
- A Reset Pass
- Case Management
- A Tier 2 Student Support Program
- A Student Behaviour Plan or Individual Student Support Plan
- Lunch time and/or after school Reteach Lessons
- A Discipline Improvement Plan

Intensive Strategies

The Executive Leadership Team works in consultation with our Support Staff and external agencies to address persistent or ongoing serious problem behaviour/s. This may include:

- Tier 3 Case Management
- A Functional Behaviour Assessment
- Stakeholder meeting with parents and external agencies including regional specialists
- Referral to the Transition Pathways Officer and/or Intensive Education Case Manager
- School Disciplinary Absence (Short Suspension, Long Suspension or charge related suspension)
- Suspension pending exclusion and/or an exclusion
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school

Focused and Intensive Programs at Miami SHS offer small-group support for students who may benefit from extra guidance with confidence, friendships, decision-making, emotional regulation, school engagement, or planning for the future. Each program focuses on building skills that help students feel more settled, connected, and capable at school.

Transitions
- Transitions is a small group program for Year 7 girls that focuses on building confidence and supporting friendships. It is suited to students who may feel unsure socially or emotionally, need help settling into high school, or who would benefit from gentle support in managing challenges.

Team Up
- Team Up is a practical program for Year 7 boys that encourages teamwork, positive decisions, and stronger peer connections. It is designed for students who might struggle with group work, friendships, behaviour, or staying organised.

Steps
- Steps is a supportive program for Year 8 girls that helps build communication and cooperation skills. It is ideal for students who need encouragement with friendships, confidence, or managing social or emotional challenges.

Respect
- Respect is a program for Year 8 boys that develops leadership, confidence, and responsible decision-making. It is suitable for students who may be socially or emotionally unsure or who need support growing into positive young leaders.

Grow
- Grow is a wellbeing program for Year 9 girls that explores healthy relationships, self-care, and positive decision-making. It is suited to students who may need support with confidence, friendships, behaviour, or navigating adolescence safely.

Top Blokes
- Top Blokes is a long-term program for Year 9 boys that focuses on respect, resilience, and positive choices. It supports students who may struggle with behaviour, maturity, or peer influence and who would benefit from strong male role models.

Onwards and Upwards
- Onwards and Upwards supports Year 10 students and some Year 9 girls with understanding their strengths, goals, and future direction. It suits students who may lack confidence, struggle socially, or need help building a positive vision for themselves.

ATAR Survival
- ATAR Survival is a program for Year 11 and 12 students that teaches strategies for managing stress, planning, and staying resilient during senior schooling. It is ideal for students who experience anxiety, lack confidence in exam settings, or need extra support to keep on track academically.

Disciplinary Consequences

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and the class teacher will enact our Multitiered System of Support (Classroom Engagement Referral Process). On occasion the behaviour of a student may be so serious, that the Principal may determine that a suspension or exclusion is necessary.
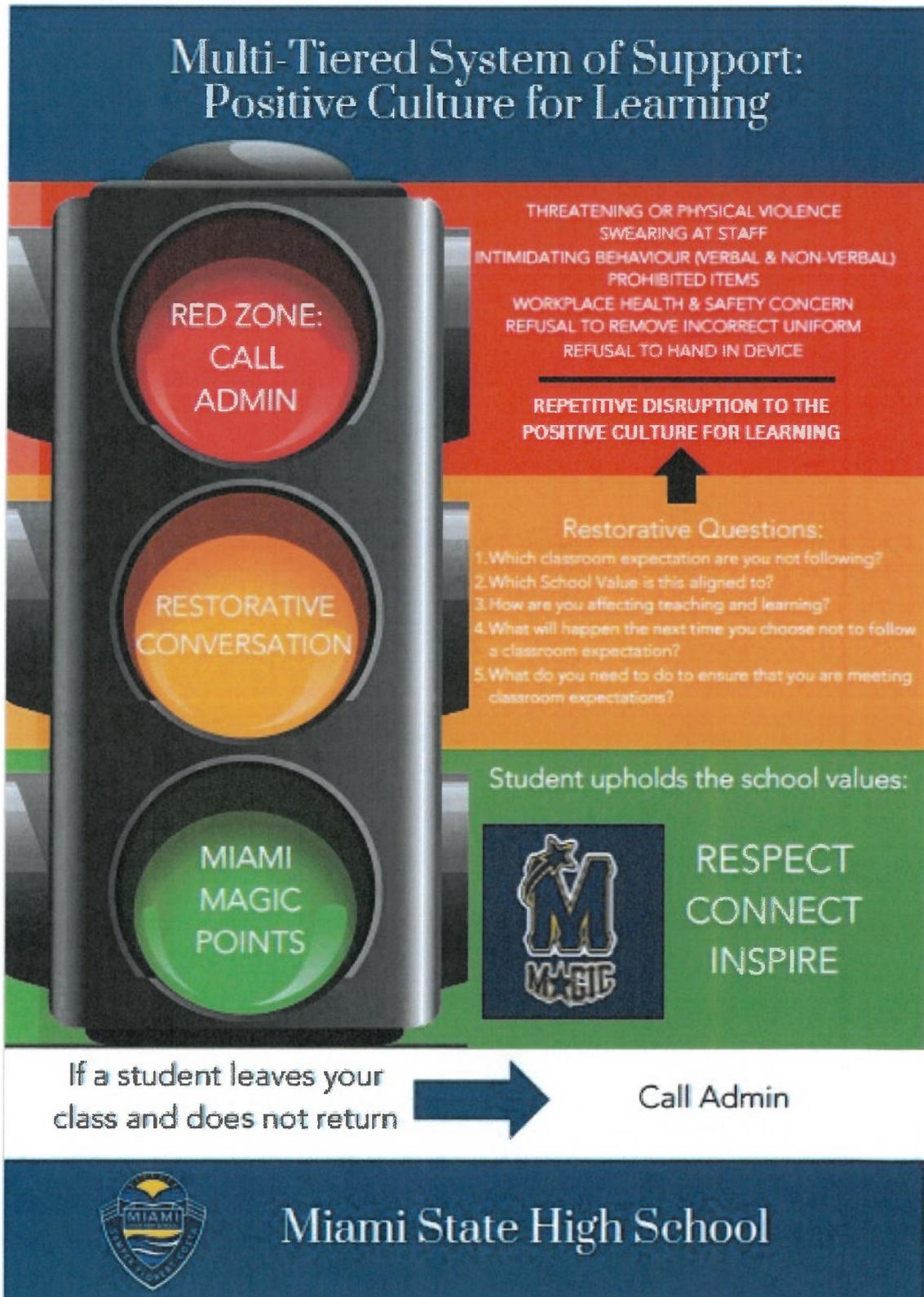
Minor Behaviours are those that:
- are minor breaches of the school rules (i.e. are not Red Zone Referrals)
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours, and
- do not require additional support from the Leadership Team

Minor problem behaviours may result in the following consequences:
1. A seating plan
2. Removal from the learning environment
3. A Restorative Conversation
4. A behaviour referral to the relevant Head of Department or Dean
5. Contact home
6. A lunch time or after school Reteach Lessons

Multi-Tiered System of Support: Positive Culture for Learning

RED ZONE: CALL ADMIN

THREATENING OR PHYSICAL VIOLENCE
SWEARING AT STAFF
INTIMIDATING BEHAVIOUR (VERBAL & NON-VERBAL)
PROHIBITED ITEMS
WORKPLACE HEALTH & SAFETY CONCERN
REFUSAL TO REMOVE INCORRECT UNIFORM
REFUSAL TO HAND IN DEVICE

REPETITIVE DISRUPTION TO THE POSITIVE CULTURE FOR LEARNING

RESTORATIVE CONVERSATION

Restorative Questions:
1. Which classroom expectation are you not following?
2. Which School Value is this aligned to?
3. How are you affecting teaching and learning?
4. What will happen the next time you choose not to follow a classroom expectation?
5. What do you need to do to ensure that you are meeting classroom expectations?

MIAMI MAGIC POINTS

Student upholds the school values:

RESPECT
CONNECT
INSPIRE

If a student leaves your class and does not return ➔ Call Admin

Miami State High School

Examples of minor and major problem behaviours can be located in Appendix 1

POSITIVE CULTURE FOR LEARNING: REFERRAL FORM

Compulsory Steps if you (i.e. the teacher) want support:

During Lesson	Following Lesson
1. Contact Administration 2. Ask the student to stand outside the classroom 3. Complete Page 1 and provide to the member of Administration who collects the student 4. Ensure that the student knows the learning to complete	1. Contact home 2. Record OneSchool MAJOR Behaviour Incident 3. Refer to Heidi Clack

Student Name:		Date:	
Referring Teacher:		Time:	

Were the Restorative Questions (see below) Asked?

☐ Yes
☐ No – Red Zone (Above the Line) Referral
☐ No – Do not contact Administration

Restorative Questions:
1. Which classroom expectation are you not following?
2. Which School Value is this aligned to?
3. How are you affecting teaching and learning?
4. What will happen the next time you choose not to follow a classroom expectation?
5. What do you need to do to ensure that you are meeting classroom expectations?

When is the Restorative Conversation to Occur?

Date: _____ Location: _____

☐ Before School
☐ First Break
☐ Second Break
☐ After School
☐ At the start of the next lesson

Recovery Phase – Steps:
1. Student to meet DP, HOD or Dean in Administration at the scheduled time
2. DP, HOD or Dean to initiate Restorative Conversation with teacher

INITIAL BEHAVIOUR CONCERN
This behaviour must be used as the MAIN BEHAVIOR in your OneSchool entry

☐ Abusive Language	☐ Disruption
☐ Defiance	☐ Physical Aggression
☐ Disrespect	

RED ZONE BEHAVIOURS

☐ Repetitive disruption to the Positive Culture for Learning
☐ Threatening or physical violence
☐ Swearing at staff
☐ Intimidating behaviour (Verbal and/or Non-Verbal)
☐ Prohibited item
☐ Workplace health and safety concern
☐ Refusal to remove incorrect uniform
☐ Refusal to hand in device

POSITIVE CULTURE FOR LEARNING: SELF REFLECTION

I had difficulty managing the demands of the school day because of NUMBER _____ (below):

This is what I was thinking about when it happened (write AND circle the pictures):

_____
_____
_____

These are the people who have been affected by the incident:

_____
_____
_____

(your teacher, other students, your family, the school cleaner, anybody else?)

This is what I need to do to improve my learning (write AND circle the pictures):

_____
_____
_____

This is what I need my teachers to support me with to enhance my learning:

_____
_____
_____

This Referral Form should only be signed if the issue has been resolved and a plan made to prevent the behaviour happening again.

Signatures:
Student: _____

Teacher: _____

Deputy Principal Signature:

I am happy that the Self-Reflection has been completed adequately.

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 problem 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 Miami State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted, the student's behaviour is either disruptive to the learning of other students and/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.

Re-entry Meeting following Suspension
Students (and parents) who are suspended from Miami State High School will be invited to attend a re-entry meeting on the day of their return to school. The aim of the re-entry meeting is for school staff to set the student up for future success. It is **not a time** to review the student's behaviour or the decision to suspend.

Structure
The structure of the re-entry meeting should be as followed:
- Check in on student wellbeing
- Check in on student learning whilst suspended
- Discuss any recent changes to school routine or staffing
- Complete Student Re-entry Plan
- Present or complete Student Support Plan or Discipline Improvement Plan (if applicable)
- Offer information about supports available (if applicable)
- Set a date for a follow-up (if required)

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and/or parent. 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 and external agencies, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Targeted School Policies

Miami State High School has tailored school discipline policies designed to ensure students, staff, parents and visitors work cooperatively to create and maintain a safe and supportive environment.

Temporary Removal of Student Property

Excluding Mobile phones, AirPods and Wearable Devices

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. This procedure is based on the legislative framework outlined in Division 2, Education (General Provisions) Regulation 2017 (Qld). The staff member 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 Miami State High School and will be removed if found in a student's possession:
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives (or any item that can be used as a weapon) of any type are allowed at school. 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, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

Principal:
1. Ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:
   - **consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
   - **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school staff who temporarily remove a mobile phone from a student are **not authorised to unlock the phone or to read, copy or delete messages stored on the phone**.
   - where there is suspicion that the student has a dangerous item (for example, a knife) 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. Under no circumstances should the student be permitted to go into the bag themselves.**
   - under normal circumstances, principals and state school staff members **are not permitted to search** student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
   - under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
   - principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

2. Ensures parents and students are:
   - informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school
   - aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
   - provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.

3. Ensures information about this procedure is clearly detailed in the Student Code of Conduct, including:
   - that state school staff may in certain circumstances remove student property without the consent of parents or students
   - the limits on state school staff accessing information from temporarily removed student property, such as mobile phones
   - examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
   - examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
   - that student property may be seized by the police.

State School Staff: follow appropriate processes outlined in the Student Code of Conduct regarding:
- temporary removal of student property
- access to information on temporarily removed student property (e.g. messages or photos on student mobile phone)
- return of temporarily removed student property
- circumstances where temporarily removed student property need not be made available for collection
- deciding a reasonable time to make temporarily removed student property available for collection.

Students:
1. Must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that is:
   - prohibited according to the school's Student Code of Conduct
   - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)oputs the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
   - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
   - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).
2. Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents:
1. Ensure their children do not bring property onto school grounds or other settings used by the school that:
    *   is prohibited according to the Student Code of Conduct
    *   is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
    *   puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
    *   does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
    *   does not maintain and foster mutual respect (e.g. printed materials with offensive language).
2. Collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

All QLD state school students must keep their mobile phones, headphones and wearable devices switched off and 'away for the day' during school hours. **This commences from the time a student enters our gates to the time they depart our gates (i.e. "Gate to Gate").** Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:
- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use

Bringing mobile phones, headphones and wearable devices to school
If a student is required to bring their mobile phone to school for the following reasons, they must submit their mobile phone to Administration at the commencement of the school day:
- Support safe travel to and from school
- Make contact with parents, friends and part-time employers. **This contact must be made outside of our school gates**

Students who choose to bring mobile phones, headphones or wearable devices to school, do so at their own risk and are responsible for ensuring their security. The school and school staff will not accept any responsibility for any loss or damage to technology devices **nor will they investigate loss or damage.**

Exemptions
Students with an approved exemption must only use their mobile phone, headphones or wearable device for the intended, approved purpose. **The exemption application form can be located at https://miamishs.eq.edu.au/**

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

Consequences for Breaching "Gate to Gate"

First Offence
If a device is sighted or heard, the student will be required to hand their device in to Administration where it will be securely stored until a student's family member (i.e. registered as a OneSchool Contact) can collect the device from Administration. If a family member (i.e. registered as a OneSchool Contact) is unable to collect the device, they may grant permission for another family member of family friend to collect the student's device. **A sibling who attends Miami State High School will not be permitted to do so.**

Second Offence
First offence consequences will be applied. In addition, the student's device will be required to be handed in to Administration each morning for one week. **This is the student's responsibility and Miami State High School staff will not pursue a student if they fail to do so.**

Third Offence
Second offence consequences will be applied. In addition, the student will be receive 5 Reteach Lessons for continual defiance of the Student Code of Conduct.

Fifth Offence
A fifth breach will result in the student receiving a major behaviour i.e. suspension.

*Offences are accumulative (i.e. are based on breaches for mobile phones, headphones and/or wearable devices).

Refusal to Hand a Device in to Administration
If a student fails to follow staff instructions and refuses to hand in their device to Administration, the student will be referred to Administration (Red Zone) and the student will receive 5 Reteach Lessons for defiance. **In addition, the student will receive First, Second or Third Offence consequences, respectively.**

Parents wishing to urgently contact their students, or vice versa, are required to do so through the school office on 5554 0333.

Our School's Student Code of Conduct outlines the consequences of inappropriate use of technology devices including the filming, photographing and distributing of content obtained without consent.

Recording 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'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students using personal technology devices to record inappropriate behaviours for the purpose of dissemination among the student body inside or outside the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony and will not be tolerated. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school and/or bullying or harassment.

While technologies provide positive platforms for sharing ideas, they also have the potential to cause harm to individuals, groups or whole communities. It is important to remember that negative comments posted about the school community have a greater impact than expected. Reputations of students, staff, the school and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with the school breach of conduct or by police and the court system.

From 10 December 2025, Australian children under 16 can no longer create or keep social media accounts under new federal laws established by the eSafety commissioner. This isn't a ban—it's a delay to help young people develop safer, healthier digital habits.
Parents should refer to the eSafety Commissioner's website for up-to-date information and resources, including guides, webinars and FAQs.

Appropriate use of Social Media - Strategies:

- 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, it 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 become "heated" online, log out and take a few moments to think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- 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 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. If you have a compliment, complaint or enquiry about an issue at school, please **speak directly to the school about the matter, rather than discussing it in a public forum** due to privacy considerations. 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. This will be dealt with as a breach and hostile behaviour.

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. 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?
1. Refrain from responding
2. Take a screenshot or print a copy of the concerning online content
3. If you consider the 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
4. Block the offending user
5. Report the content to the social media provider
6. If required, report the content to the school

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.*
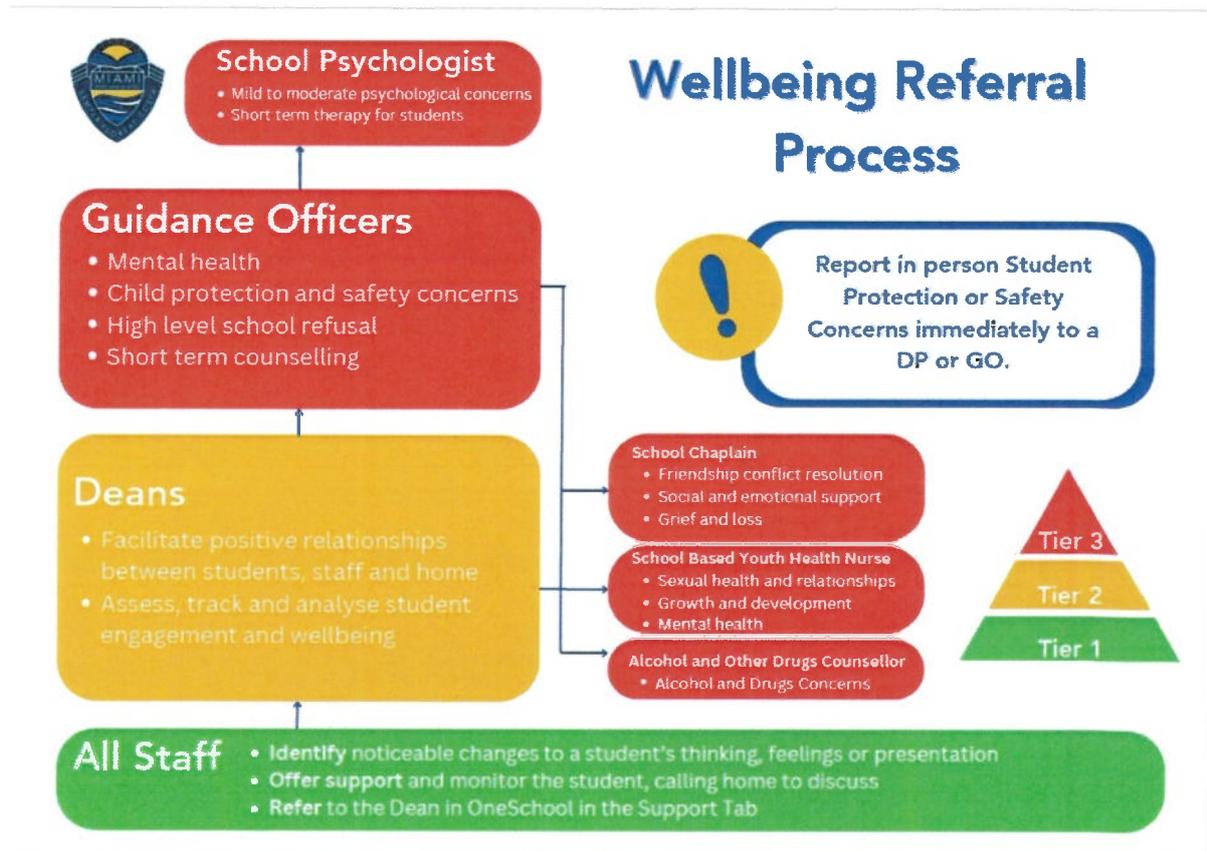
Single incidents, conflict or fights between equals, whether in person or online, are not defined as bullying. **Behaviours that do not constitute bullying include:**
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Miami State High School students have access to Stymie. Stymie "empowers young people to ask for help when they need support, or if they are seeing or experiencing harm. Stymie provides online reporting for schools. Encrypted, anonymous notifications are delivered within seconds to authorised recipients, who respond according to Miami State High School's Multi Tiered System of Support for behaviour and/or Wellbeing.

stymie.

Miami State High School uses the Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Wellbeing Referral Process

School Psychologist
- Mild to moderate psychological concerns
- Short term therapy for students

Guidance Officers
- Mental health
- Child protection and safety concerns
- High level school refusal
- Short term counselling

Report in person Student Protection or Safety Concerns immediately to a DP or GO.

Deans
- Facilitate positive relationships between students, staff and home
- Assess, track and analyse student engagement and wellbeing

School Chaplain
- Friendship conflict resolution
- Social and emotional support
- Grief and loss

School Based Youth Health Nurse
- Sexual health and relationships
- Growth and development
- Mental health

Alcohol and Other Drugs Counsellor
- Alcohol and Drugs Concerns

Tier 3
Tier 2
Tier 1

All Staff
- Identify noticeable changes to a student's thinking, feelings or presentation
- Offer support and monitor the student, calling home to discuss
- Refer to the Dean in OneSchool in the Support Tab

*Please note that any indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of the immediate risk to student/s.

Preventing and Responding to Cyberbullying

Cyberbullying is treated at Miami State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. **In the first instance, students or parents who wish to make a report about cyberbullying should approach the Dean of Students.**

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Student involved in recording; and/or disseminating material and/or; knowingly being a subject of a recording are in breach of the Student Code of Conduct and may be subject to consequences (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS. The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking and will subject the sender to disciplinary action and possible referral to QPS. **Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of their Dean of Students.**

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services
Miami State High School recognises the need to provide intervention and support to all students involved in incidents of bullying. Students who have been subject or witness to bullying have access to a range of internal support staff. Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours.

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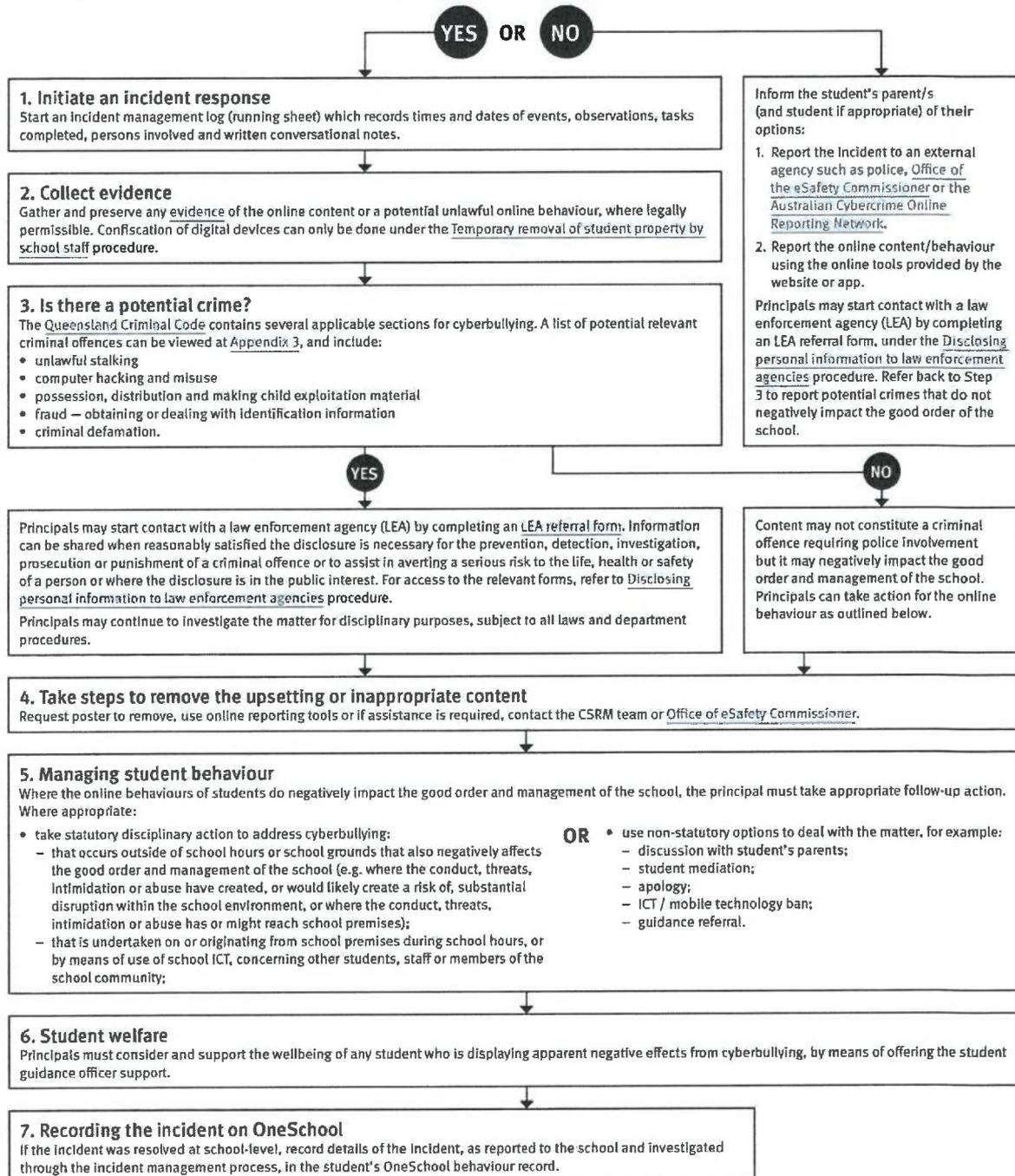
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR NO

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

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

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

YES

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

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

(Right column — NO path)

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

NO

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

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

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

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

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Miami State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Miami State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

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

By signing below I agree I have scanned the QR Code and understand I must:

· Treat everyone with kindness and respect. Online and in person.

· Abide by the school's anti-bullying policies and procedures.

· Support individuals who have been bullied.

· Speak out against verbal, relational, physical bullying and cyber bullying.

· Notify a parent, teacher, or school administrator when bullying does occur.

	Name	Signature	Date
Student:			
Parent:			

Restrictive Practices

School staff 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 behaviour.

In some very rare situations, where there is an 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 used 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
6. Aims to reduce or eliminate the use of restrictive practices

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

Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to 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
2. Maintain calmness, respect and detachment
3. Approach the student in a non-threatening manner
4. Follow through
5. Debrief

Appendix 1

The following table outlines examples of problem behaviours:

Main Behaviour		Explicit Student Behaviour *This is not an exhaustive list.*	Possible Consequence
Abusive Language	• Abusive Language	• Swearing, name calling or use of words in an inappropriate way directed at another student • Swearing or use of words in an inappropriate way (not directed at any one)	Focused or intensive consequences including possible exclusion.
	• Occupational verbal abuse	• Swearing, name calling or use of words in an inappropriate way directed at a staff member	Focused or intensive consequences including possible exclusion.
Academic Misconduct	• Academic Misconduct	• Cheating • Disclosing/receiving assessment information • Examination misconduct • Non-submission of formative assessment and/or summative assessment • Refusal to participate in the educational program of the school • Plagiarism (including the inappropriate use of AI)	Focused or intensive consequences including possible exclusion.
Defiance	• Defiance	• Failure to attend teacher-issued detention • Failure to attend Restorative Conversation • Failure to provide a staff member their name • Refusal to follow teacher directions (including sitting in a seating plan) • Refusal to hand in technology device • Refusal to remove incorrect uniform as requested	Focused or intensive consequences including possible exclusion.
	• Gross Insolence	• Student persistently disobeys adult instructions or school-wide expectations. • Repeated incidents of inappropriate targeted behaviour • Habitual misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the School's Code of Conduct) • Repeated non-compliance in the Education Program (including but not limited to repeated late arrival to class and/or school, repeated non-compliance with uniform policy, repeated truancy, and repeated referrals through the Multitiered System of Support	Focused or intensive consequences including possible exclusion.
	• Consistent and Persistent Misbehaviour	• Persistent misbehaviour despite previous warnings, support and intervention.	Focused or intensive consequences including possible exclusion.
	• Lying / impeding an investigation	• Student fails to cooperate, lies and impedes an investigation	Focused or intensive consequences including possible exclusion.
	• 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 authorised absence).	Focused or Intensive Consequences
	• Truancy (out of school)	• Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e., an authorised absence).	Focused or Intensive Consequences
	• Refusal to participate in the educational	• Student refuses to take part in activities of learning that are requested or expected as part of the educational program of the school.	Focused or Intensive Consequences.

	program of the school		
Disrespect	• Disrespect	• Student is disrespectful or dismissive towards adults or students.	Focused or intensive consequences including possible exclusion.
	• Occupational Disrespect	• Student is disrespectful or dismissive towards adults.	Focused or intensive consequences including possible exclusion.
	• Use/possession sexual items	• Possession or sharing of pornographic material or sexual items/materials.	Focused or intensive consequences including possible exclusion.
	• Sexual Misbehaviour	• Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	Focused or intensive consequences including possible exclusion.
	• Bringing the school's name into disrepute	• Behaviours inside or outside the school, whilst representing or travelling to/from school, that bring the schools name into disrepute, are unlawful, or significantly endanger the safety and/or wellbeing of our community	Focused or intensive consequences including possible exclusion.
	• Misbehaviour	• Serious behaviour that is prejudicial to the good order and management of the school.	Focused or intensive consequences including possible exclusion.
Disruption	• Disruption	• Student engages in off-task behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. • Arriving late to class • Eating in class (including chewing gum) • Repetitive disruption to the Positive Culture for Learning • Talking when others are talking • Touching other students	Focused or intensive consequences including possible exclusion.
	• Hostile Disruption	• Aggressive behaviour including yelling, throwing objects, tipping over desks or chairs, (not causing harm) or other actions (that could include kicking, punching, smashing objects).	
Physical Aggression	• Physical Aggression	• Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to bullying, fighting, violence, intimidation or facilitation thereof by others) • Physical contact with others where injury may occur • Riding electronic bikes, scooters, bicycles or other modes of transport in the school grounds with the potential to cause harm or injury to other students, staff or members of our community • Throwing objects in the classroom with intent to hit, hurt or harass others • Throwing objects at other people (in learning time or outside learning time) with intent to hit, hurt or harass others	Focused or intensive consequences including possible exclusion.

	• Physical violence	• Student engages in a significant act of physical violence toward another student. (e.g., repeated punching, hitting with an object, kicking, etc.).	Focused or Intensive Consequences including possible exclusion
	• Encouragement of violence	• Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises). • Behaviour that displays being a member of or affiliated with known gangs • Insight or encourage inappropriate/disrespectful behaviour toward others of a verbal, sexual, physical, aggressive, discriminatory, or indecent nature	Focused or Intensive Consequences including possible exclusion
	• Premeditated acts of violence	• Student engages in planned actions so as to cause physical harm to another student.	Focused or Intensive Consequences including possible exclusion
	• Occupational violence	• Student engages in actions involving physical contact where injury may occur (e.g., tripping, hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community	Focused or Intensive Consequences including possible exclusion
Dress Code	• Dress code	• Student wears clothing that is not within the dress code guidelines defined by the school. • Student does not wear uniform correctly as identified in uniform policy (e.g. shorts/skirt rolled up) • Student defaces school uniform.	Focused or Intensive Consequences including possible exclusion
Fighting	• Fighting	• Student is involved in mutual participation in an incident involving physical violence.	Focused or Intensive Consequences including possible exclusion
Harassment	• Harassment	• The delivery of disrespectful/unkind messages in any format (e.g., verbal, non-verbal, online) which can be related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible exclusion
	• Persistent Harassment	• Ongoing delivery of disrespectful/unkind messages in any format (e.g., verbal, non-verbal, online) which can be related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible exclusion
	• Occupational Harassment/ Threats	• The delivery of threats or disrespectful messages in any format (e.g., verbal, non-verbal, online) which can be related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.	Focused or Intensive Consequences including possible exclusion
Falsifying Documents	• Falsifying documents	• Student intentionally creates, changes or modifies a document with the intention of misleading others. It includes signing a person's name without that person's permission.	Focused or Intensive Consequences including possible exclusion
Property Misuse causing risk to others	• Property misuse	• 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.	Focused or Intensive Consequences including possible exclusion
Property Damage	• Property damage	• Student participates in an activity that results in vandalism, destruction, damage or disfigurement of property.	Focused or Intensive Consequences including possible exclusion

Substance misconduct involving tobacco and/or legal substances	• Substance possession involving tobacco and other legal substances	• Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers.	Focused or Intensive Consequences including possible exclusion
	• Substance supply involving tobacco and other legal substances	• Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers.	Focused or Intensive Consequences including possible exclusion
Substance misconduct involving illegal substances	• Substance possession involving illegal substances	• Student is in possession of or is using illegal drugs/substances/imitations or drug related implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes, vaping devices.	Focused or Intensive Consequences including possible exclusion
	• Substance supply involving illegal substances	• Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, vaping devices, syringes and scales "baggies".	Focused or Intensive Consequences including possible exclusion
Technology violation	• Technology violation	• Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. • Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students. • Inappropriate use of laptop/computer, electronic device and/or media (including the use to harass, intimidate or bully others) • Inappropriate use of the school's IT	Focused or Intensive Consequences including possible exclusion
Theft	• Theft	• Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Focused or Intensive Consequences including possible exclusion
Use of combustibles	• 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).	Focused or Intensive Consequences including possible exclusion
Use of weapons	• Use/possession of weapons	• Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Focused or Intensive Consequences including possible exclusion
Other	• Charge related suspension	• An offense serious or otherwise for which the student has been charged.	Focused or Intensive Consequences including possible exclusion

RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Anti-Discrimination Act 1991
- Commission of Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
  Information Privacy (IP) Act 2009