Sunshine Beach State High School

Student Code of Conduct

2026 - 2028

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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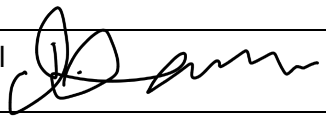
Endorsement

Principal Name:	Anthony Swan
Principal Signature:	
Date: 12/11/2025	
P&C President and/or School Council Char Name:	Jill Jerrom
P&C President and/or School Council Char Signature:	
Date: 12/11/2025	

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Purpose

This Student Code of Conduct is designed around the school's core values of Purpose, Respect, Innovation, Diligence and Enthusiasm (PRIDE) to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Sunshine Beach State High School is committed to providing a learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being. The Student Code of Conduct focuses on promoting positive behaviours from all students and outlines the processes utilised when responding to behaviours that do not align with the maintenance of a safe, supportive and disciplined school environment.

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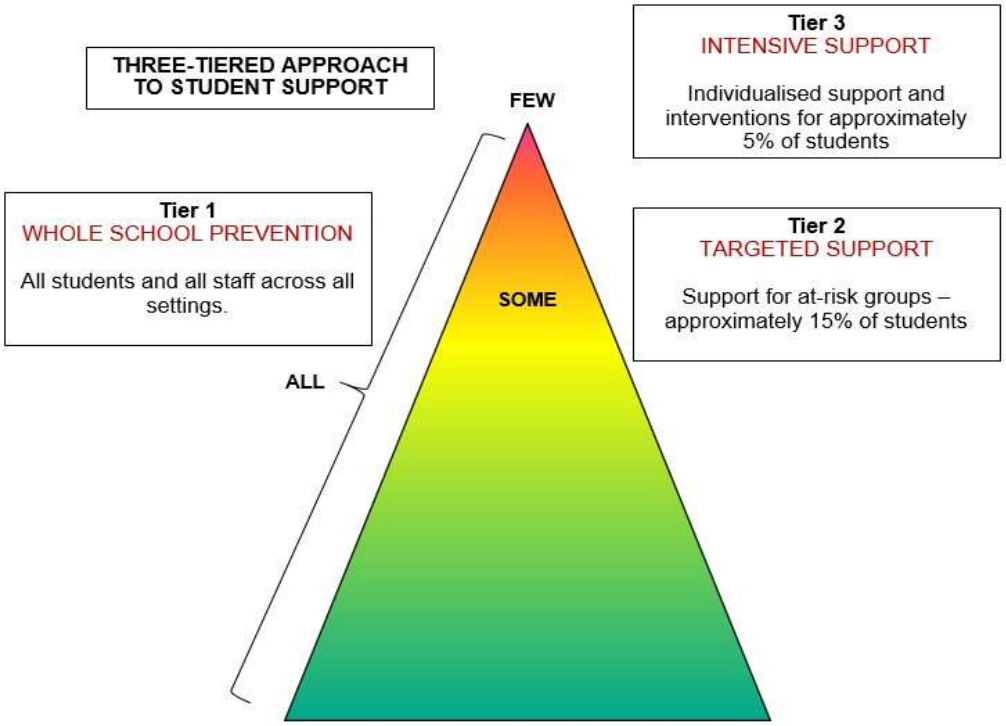
Learning and Behaviour Statement

Sunshine Beach State High School, we consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising the success of teaching and learning programs.

Systems in place at Sunshine Beach State High School seek to facilitate positive behaviours, prevent problem behaviour and respond to unacceptable behaviours. All school community members have clear and consistent expectations and understandings of their role in the educational process which assists in creating and maintaining a positive, inclusive and productive learning and teaching environment.

Multi-Tiered Systems of Support

Sunshine Beach State High School uses a multi-tiered system of support as the foundation for our integrated approach to learning and behaviour. multitiered system of support is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model staff match increasingly intensive interventions to the identified needs of individual students.



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Tier	Prevention Description
1	**All students** 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 Classroom Behaviour expectations. This involves: • teachers establishing consistent expectations regarding learning and behaviour through the implementation of Essential Skills for Classroom Management (ESCM), while taking developmental norms and behavioural function into account • teaching expectations to students through lessons and targeted recognition for students throughout the school year so skills are ready and likely to be used when needed • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** are more intense that 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. 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 Classroom Behaviour expectations. The types of interventions offered at this level will vary according to the needs the school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

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3	Individualised services for **few students** who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. 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 Functional Behaviour Assessment) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour.
	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. Other 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.

Student Well-being

Sunshine Beach State High School has an approach to student well-being that is based on the school's core values of PRIDE.

Purpose	Developing and extending students' personal character & individual talents.
Respect	Developing within each student a sense of worth and respect for themselves and the international community.
Innovation	Developing attitudes, skills and a base of knowledge as a foundation for encouraging creative, enterprising and critical thinkers in life in 21st century.
Diligence	Developing responsible young adults with the capacity, discipline and desire to become lifelong learners, and developing appreciation of learning.

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Enthusiasm	Providing diverse programs with cultural, intellectual and physical pursuits. Encouraging students to strive for success, while embracing virtues of honesty and integrity.

All students participate in #Connections sessions every week. The #Connections program focuses on developing connections with teachers, other students, and the community and covers the following areas:

Learning:	Teaching students to be responsible for their learning, and understand the process of learning. Giving students opportunity to define their learning goals, monitor their learning and assess their progress.
Aspirations:	Students believing that they can achieve and have high expectations of themselves.
Belonging:	Encouraging students to develop positive relationships and participate in a positive way in their community.

Students learn about what it is to have character (learning to deep learn; learning to have grit, tenacity, perseverance, and resilience; learning about self-regulation and responsibility; and learning about having empathy for contributing to the safety and benefit of others).

Well-being and Engagement Network

Sunshine Beach State High School has a comprehensive Well-being and Engagement 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 Sunshine Beach State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Well-being and Engagement team.

The Sunshine Beach State High School Well-being and Engagement

Network consists of the following:

Role	What they do
Head of Department -	• Oversees the Engagement Department. Assigns cases and supports students and their families with regard to school engagement. • Coordinate self-awareness and growth programs for students • Supports teachers and conducts PD in regard to engagement

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Guidance Officer(s)	• Oversees the Wellbeing Department. Assigns cases and supports students and their families with regard to wellbeing. • Personal counselling/support and crisis management • Liaise and refer to outside agencies • Provide career advice
Engagement Teacher(s)	• Supports students and teachers • Conducts self-awareness and growth programs • Monitors student's engagement
School-Based Youth Health Nurse	• Provides mental health support for students • Promotes healthy lifestyle • Facilitates programs that promote good wellbeing
Head of Years	• Oversee all aspects with regard to Year level engagement, wellbeing and academic achievement • Point of contact for parents • Monitor student achievement and attendance • Make referrals as appropriate to assist students • Celebrate success of students
Youth Support Coordinator	• Refer at risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training. • Provide individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. Our Well-being and Engagement staff are able to provide further information about the range of support services available and, at times, able to assist with further referral.

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Whole School Approach to Discipline

At Sunshine Beach State High School, we believe that good behaviour results in better learning and that our students respond best to positive reinforcement. Positive behaviours are established through modifying the students' environment and teaching new skills while responding to problematic choices/behaviours. All staff in all settings promote the development of positive behaviours in a productive manner.

Consideration of Individual Circumstances

Staff at Sunshine Beach State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when planning for educational activities and learning experiences that take place within lessons and when responding to inappropriate behaviour that does not align with our schoolwide expectations or applying a disciplinary consequence. This approach supports all students to develop discipline, resilience, self-efficacy, and strive to achieve their personal best, in a safe, inclusive, and equitable way.

When communicating with parents/carers, our staff are obliged by law to respect and protect the privacy of individual students. Therefore, they will only provide information/feedback directly related to the child of that parent. No communication regarding any other student will be provided, in accordance with legislation. This extends to matters including alleged bullying, in which case timely investigation and appropriate management action will occur.

Differentiated and Explicit Teaching

Sunshine Beach 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 practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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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.

Focused Teaching

A small percentage of our students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. Focused teaching draws on explicit strategies that provide multiple opportunities for students to practice and master a skill or concept to achieve success. This extends beyond the mastery of curriculum content and application, to include aspects of achieving a concrete understanding, awareness and demonstration of desired behaviours that previously may have presented a barrier to accessing the classroom learning environment and/or curriculum.

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.

At Sunshine Beach State High School, focused teaching for these students may include (but is not limited to):

- Modified learning goals, success criteria and lesson structure
- Individual in-class Teacher Aide support
- Small group or individual instruction by specialist teachers
- Individual case management
- Referral to external Support Services by Well-being and Engagement staff or other specialist staff.

Intensive Teaching

For a very small number of students in a school, there are some will require significant, targeted intervention and support to achieve success. Most often for these students, the mainstream learning environment – even following Focussed Teaching intervention – is not conducive to a positive and productive teaching and learning environment, and presents significant barriers for success. Taking into consideration individual circumstances, students with highly complex and challenging behaviours require intensive teaching, involving 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. Informed decisions about the approach will be made based on a range of data collected over a period of time, and following consultation specialist staff and 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 case manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Whilst the focus is on proactive and preventive whole-school approaches, the Sunshine Beach State High School Behaviour Management flowchart details the processes to be followed when a student's behaviour becomes of concern. At each of the levels, students, teachers, specialist support staff, parents and external agencies are involved to ensure that inappropriate behaviour is removed as a barrier to students learning and enrolment.

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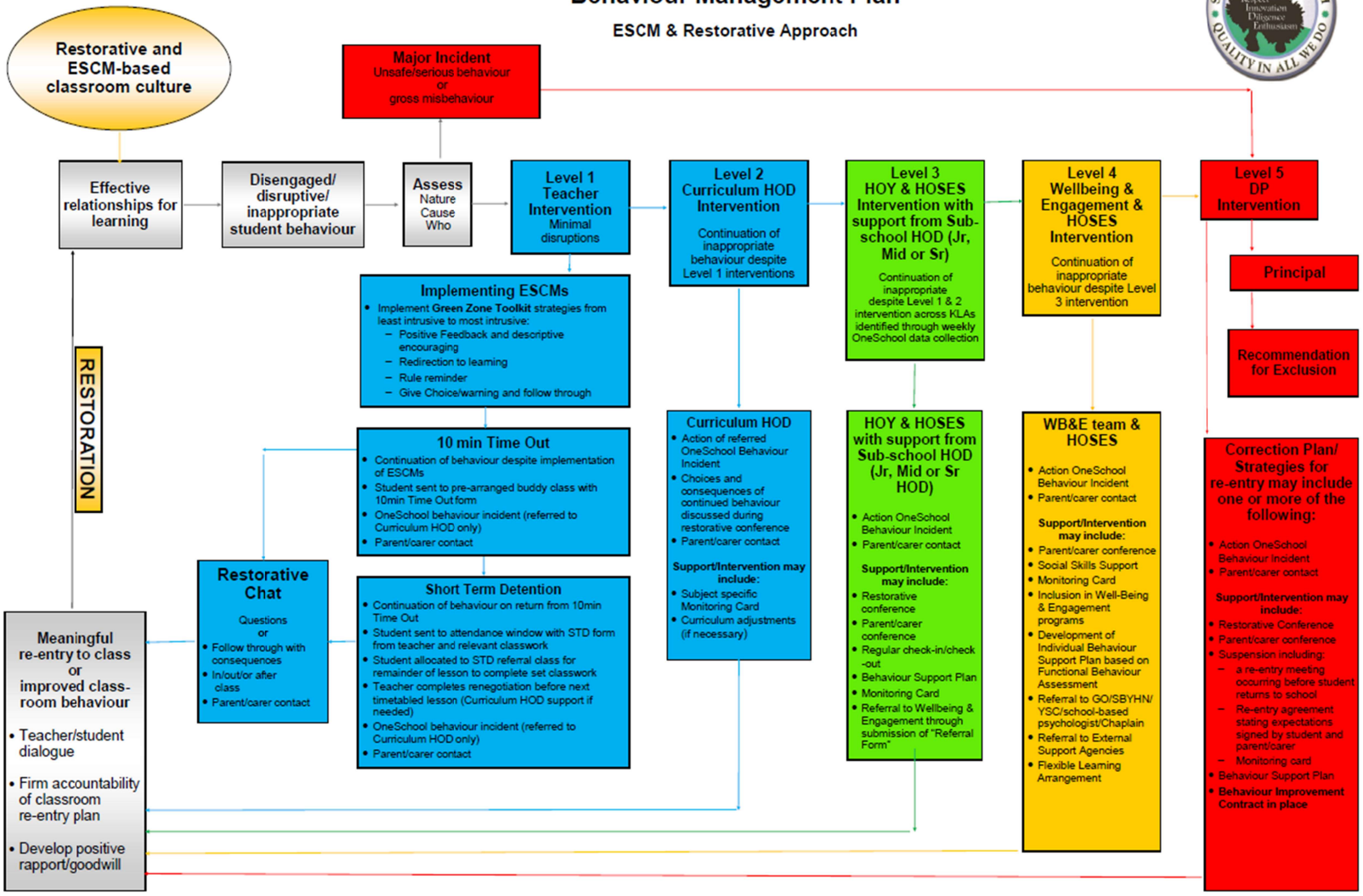
Sunshine Beach State High School

Behaviour Management Plan

ESCM & Restorative Approach



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Disciplinary Consequences

At Sunshine Beach State High School, behaviours have been classified based on the level and frequency that the behaviour occurs, who is responsible for managing the behaviours, and possible consequences for the behaviour.

The differentiated responses to problem behaviour can be classified into two groups – Minor or Major. Each classification has a differing level of intervention with support and consequences to address behaviour that does not align with school-wide behavioural expectations.

MINOR BEHAVIOURS	MAJOR BEHAVIOURS
Teacher ⇩ Persistent or escalating minor misbehaviour as listed below ⇩ **Curriculum Head of Department/ Head of Year/ Year Level Head of Department/ SWD Case Manager**	Persistent or escalating minor misbehaviour listed in previous column after HOY, HOD and/ or SWD Case Manager support/intervention ⇩ **Wellbeing & Engagement/HOSES** ⇩ Persistent or escalating major misbehaviour as listed in the previous column after WB&E and/or HOSES support/intervention and those behaviours outlined below of a serious nature ⇩ **Deputy Principal/Principal**

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ONESCHOOL CATEGORIES	BEHAVIOUR DESCRIPTIONS & EXAMPLE BEHAVIOURS	
Abusive Language	Inappropriate language (incidental). **Non-threatening indirect** verbal or non-verbal messages used within conversation that includes swearing, name calling, or use of words in an inappropriate way.	Use of confronting and/or explicit language **in a direct manner**.
Academic misconduct	Inappropriate and/or false demonstration of learning. Includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism and/or the use of artificial intelligence to assist in any of the above.	**Repeated**, inappropriate and/or false demonstration of learning. Includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism and/or the use of artificial intelligence to assist in any of the above.
Bomb Threat/False Alarm	Do not use this category - major behaviour only	Delivery of a false message outlining possible explosive materials being on campus, near campus and/or pending explosion.
Bullying	**Deliberate** verbal, **physical** and/or social behaviour intended to cause physical, social and/or psychological harm. Bullying can occur in person, or online (cyberbullying) and may be obvious or hidden.	**Persistent** or **continued** teasing, **repeatedly** taking of personal items belonging to others, or intimidation of any kind. Persistent or continued 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) and be obvious or hidden.
Defiance	Refusal to follow classroom or school rules or staff directions, talking back and/or socially rude interactions.	**Deliberate** verbal or physical threat towards any member of the school community which poses a **serious threat** to safety and wellbeing of others.
Disrespect	**Intentional** delivery of socially rude and/or dismissive messages to adults or students.	**Repeated** or **sustained** intentional delivery of disrespectful and/or offensive messages to adults or students.
Disruption	Minor behaviour causing an interruption in class or activity. Includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	**Repeated** or sustained inappropriate behaviour that causes an interruption to teaching and learning.
Dress code	Wearing of incorrect school uniform.	**Repeated** uniform transgressions.
Falsifying documents	**Intentional** creation, change to or modification of a document with the intention to mislead. Includes signing a person's name without that person's permission.	**Repeated** occurrences of **intentional** creation, change to or modification of a document with the intention to mislead. Includes signing a person's name without that person's permission.

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Fighting	Do not use this category - major behaviour only	Involved in **mutual participation** in an incident involving physical violence.
Harassment	The delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	**Persistent** or **continued** delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Other – charge-related suspension	Do not use this category - major behaviour only	Principal is reasonably satisfied that the student has been - 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.
Physical aggression	**Non-threatening** physical interaction or rough play. **Non-serious** but inappropriate physical contact.	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.
Property damage	Participation in an activity in an inappropriate manner or without permission causing **minor damage** or disfigurement that is easy to repair/clean up.	Participation in an activity in an inappropriate manner or without permission causing **serious** or **irreparable damage**, disfigurement or total destruction. This may include arson.
Property misuse causing risk to others	Misuse of property in an unsafe manner which **may cause** a risk of **injury** or ill-health to others.	Misuse of property in an unsafe manner **causing injury** or ill-health to others.
Refusal to participate in the educational program of the school	Refusal to take part in activities or learning that are requested or expected as part of the educational program at school.	Repeated or continual refusal to take part in activities or learning that are requested or expected as part of the educational program at school.
Substance misconduct involving illegal substances	Do not use this category - major behaviour only	In possession of (regardless of knowledge), caught using, supplying/selling, or under the influence of any quantity of illegal substances. In possession of (regardless of knowledge), caught using or supplying/selling any (complete or part of) utensil or paraphernalia relating to an illicit substance.

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Substance misconduct involving tobacco and other legal substances	Do not use this category - major behaviour only	In possession of (regardless of knowledge), caught using, supplying/selling, or under the influence of any quantity of tobacco or other legal substance including but not limited to alcohol, vaporiser liquid (with or without nicotine). In possession of (regardless of knowledge), caught using or supplying/selling any (complete or part of) smoking utensil or implement including but not limited to e-cigarettes, e-cigars, vape pens or personal vapours.
Technology Violation	Unauthorised and inappropriate use of technology including phones, smart watch, camera, computer, drone, other communication device or any device detailed in the Student Code of Conduct.	Serious, inappropriate use of technology including phone, smart watch, camera, computer, drone, other communication device as detailed in the Student Code of Conduct. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Do not use this category - major behaviour only	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Truancy (out of class)	Absent for part of, an entire or multiple scheduled classes without permission or appropriate reason (i.e., an unauthorised absence) while staying in school grounds.	Repeated absences of, an entire or multiple scheduled classes without permission or appropriate reasons (i.e., an unauthorised absence) while staying in school grounds.
Truancy (out of school)	Absent for part of, an entire or multiple scheduled classes without permission or appropriate reason (i.e., an unauthorised absence) while moving into an out of bounds area or leaving school grounds.	Repeated absences for part of, an entire or multiple scheduled classes without permission or appropriate reasons (i.e., an unauthorised absence) while moving into an out of bounds area or leaving school grounds.
Use/possession of combustibles	Do not use this category - major behaviour only	In possession or had been in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Do not use this category - major behaviour only	Possession of knives, guns or other objects (real or look alike), readily capable of causing bodily harm.

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EXAMPLE INTERVENTIONS/ADJUSTMENTS/CONSEQUENCES	
Teacher Level • Implementation of Essential Skills for Classroom Management • Verbal negotiation • Apology where appropriate • Reminder of School-wide expectations • Where possible, provide learning materials/equipment to support engagement • In class or playground separation – i.e., seating plan • Send student to 10-minute Time Out or closest staffroom (if on PGD) • Referral to Short Term Detention with accompanying re-negotiation • Assign student to accompany staff member for lunchtime litter duty • Lunchtime detention • Make up lost learning time during breaktime • No blame/restorative conference (HOY or HOD supported) • Contact with parents/carer • Removal of offending markings/graffiti • Referral to HOY, HOD or SWD Case Manager • If repeated applications of the above interventions/ adjustments/consequences produce no improvements in the students' behaviour, then the student should be referred to the relevant HOY, HOD or SWD Case Manager for further support/intervention. • Repeated behaviour across multiple curriculum areas will be identified through OneSchool behaviour analysis at weekly sub-school meetings and referred on accordingly. ⇩ **HOY, HOD or SWD Case Manager Level** • Restorative meeting as required with aggrieved party and student • Peer mediation or restorative conference • Lunchtime and/or after school detention • Monitoring sheet	**WB&E and HOSES Level** • Referral internal/external support personnel/services • Monitoring card • Parent/carer meeting • Individual Behaviour Support Plan (IBSP) • Afterschool detention • Student sent home • Withdrawal from class • Exclusion from extra-curricular activities/privileges • Restitution/Community service • Referral to year level DP or Principal If repeated applications of the above interventions/adjustments/consequences produce no improvements in the students' behaviour, then the student should be referred to the year level Deputy Principal and/or Principal for action. ⇩ **Deputy Principal and Principal Level** • Parent/carer contact/meeting • Restitution/community service • Monitoring card • Suspension with accompanying student and parent/carer re-entry meeting • Behaviour Improvement Condition – Proposal or Recommendation for Exclusion • Cancellation of enrolment (Year 11 & 12 students) • Police notification • Referral internal/external support

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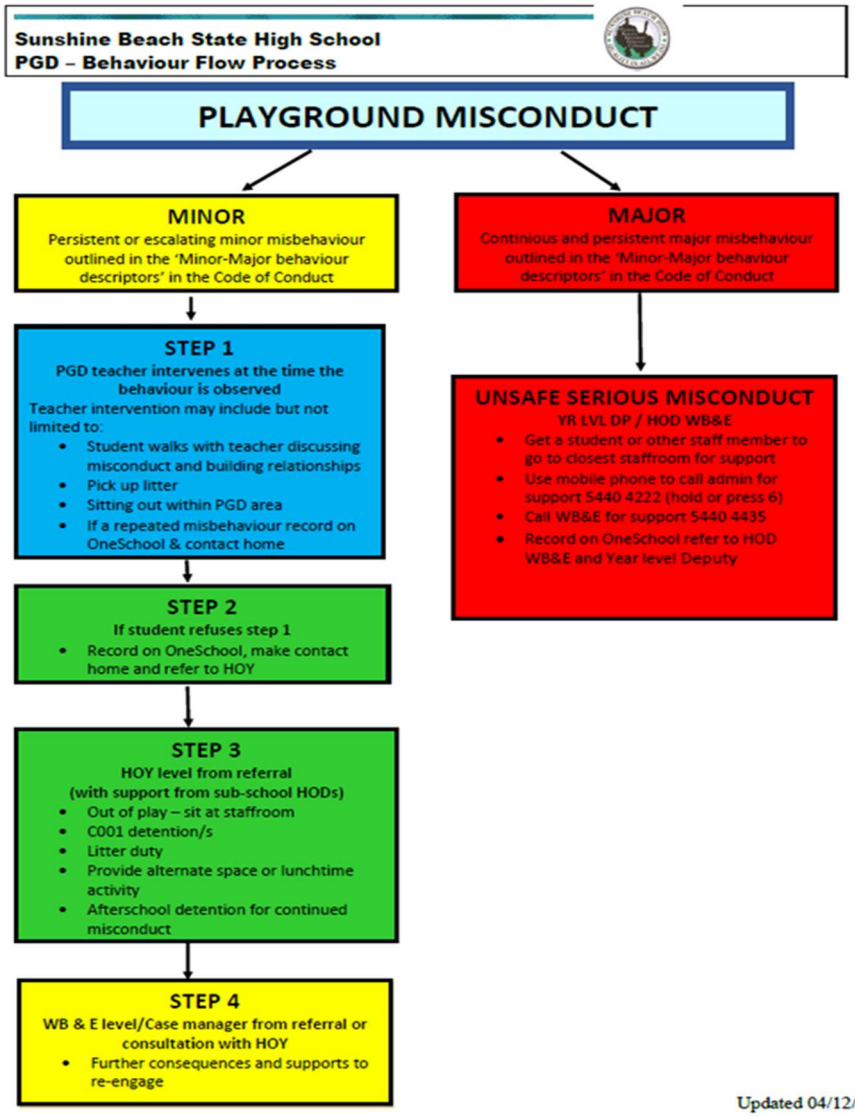
• Withdrawal from class or playground • Loss of access to school network • Exclusion from extra-curricular activities/privileges • No Blame Interview • Parent/carers contact/meeting • Referral to Wellbeing & Engagement team or HOSES If repeated applications of the above interventions/adjustments/consequences produce no improvements in the students' behaviour, then the student should be referred to WB&E team and/or DP for further support/intervention. Repeated behaviour across multiple curriculum areas will be identified through OneSchool behaviour analysis at weekly sub-school meetings and referred on accordingly.	



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Differentiated

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 with body language and descriptive encouraging (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/selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Redirection to learning
- Low voice and tone for individual instructions
- Give ‘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?”)
- 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
- Cueing with parallel acknowledgement (e.g. “I like the way Kim is raising her hand to ask a question”)
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom for 10 minute Time Out or Short-term Detention)
- Lunch time Detention

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Behaviour Improvement Plan, Weekly Behaviour Monitoring Card, Individual Behaviour Support Plan)
- Targeted skills teaching in small group
- Detention
- Counselling and guidance support
- Self-monitoring plan
    - Check in Check Out strategy

- Teacher coaching and debriefing
- Referral to Well-being and Engagement team for collaborative problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Well-being and Engagement to address persistent or ongoing serious problem behaviour.
This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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 Sunshine Beach State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal (or the Principal's delegate as specified in the Instrument of Authorisation in Appendix) 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 Sunshine Beach State High School will attend a re-entry meeting prior to or 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 consequence 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 offered as a support for the student to assist in their successful re-engagement in school following suspension. At this meeting a re-entry agreement will be developed and signed by all parties involved including both student and parent.

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via email. Re-entry meetings are generally short with the Deputy Principal of the year level of the student. At times, a case manager from the Well-being and Engagement Team may also be in attendance to support the student.

A record of the meeting is saved in OneSchool, as an action of the initial incident as a support intervention. The action summary includes details of the re-entry meeting, including any notes or discussions that occurred and the re-entry contract/agreement attached.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. This meeting should be focused on making the student and their family feel welcome back into the school community and re-establishing expectations.

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
    - Complete re-entry agreement with student/parent and school staff

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

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Sunshine Beach 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).

Phones and other electronic devices are permitted at school given they are used in accordance with the responsibilities set out in the section “Use of mobile phones and other devices by students”. Use outside of these responsibilities will result in the removal of the phone or electronic device in line with the process set out in Sunshine Beach SHS Policy “Mobile Phones & Other Electronic Devices”.

* No knives of any type or item that can be used as a weapon to inflict harm, for example a chisel, 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.

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

Staff at Sunshine Beach State High School:

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

Parents of students at Sunshine Beach State High School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Sunshine Beach State High School Code of Conduct
  - is illegal
  - puts the safety or well-being of others at risk

- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and/or foster mutual respect;

- collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

Students of Sunshine Beach State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Sunshine Beach State High School Code of Conduct
  - is illegal
  - puts the safety or well-being of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and/or foster mutual respect;
- collect their property as soon as possible when advised by the Principal or staff it is available for collection.

Use of Mobile Phones and Other Devices by Students

State Wide Policy
The Queensland Government has mandated a policy commencing in 2024 that mobile phones and other wearable electronic devices are banned for students in all Queensland school.

Sunshine Beach SHS Policy
Students should only bring a mobile phone or other electronic device to school in exceptional circumstances where they may need it off school site before or after school as per the following guidelines.

What Students Can Do

- If a student must bring a mobile phone or other mobile device to school it must be turned OFF and be in their school bag, in a school locker, left in their vehicle, or surrendered to the Office for the day.
- All other wearable electronic devices including wired or wireless earbuds, earphones or the like are totally banned on school grounds.

What Students Cannot Do

- Students cannot use a mobile phone or other electronic device for any reason on school grounds.
- Students cannot have a mobile phone or other wearable electronic device turned on at any time on school grounds. It must be turned off on school grounds.
- Students cannot have a phone or other electronic device (even turned off) in their pocket, in their hand or any other place other than their school bag.

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- Students cannot use their phone or other electronic device to pay at the school canteen or school office. Students are required to pay using their physical debit/credit card or with cash.
- Students cannot use a mobile phone or other wearable electronic device for any educational purpose. SBSHS is a BYOD school so as such students have access to their laptop and all of the required digital platforms on that laptop as per the requirements on the school website. The school will provide all other educational materials, electronic devices and access required for educational purposes.
- Students cannot use their phone in the Administration building, they may use the student phone in the student foyer of the Administration building.

What Parents Can Do

- Have a discussion at home about this new policy and decide if a child really needs their phone at school.
- Parents should insist that they have access to their child's phone to control parental filters, this is a parent right and good parental practice.
- In the event that a child loses their phone or it is stolen if the parent has access, they can remotely turn the phone on from their home computer and access the location of the phone and then remotely turn it back off. Parents can then inform the school (if it is here on site) or the Police (if they believe it has been stolen with the phone's location).
- Parents are not to call, message or text their child during school hours. All urgent messages should be through the school Administration who will action the request.

The Why

- Mobile phones are a common part of modern society and used appropriately they can be a very powerful piece of technology. Unfortunately, mobile phones are also highly addictive for young people and can cause many issues at school. A mobile phone poses an enormous barrier to learning with the distraction they cause to a child's ability to focus and remain engaged in class. The distraction to learning is the number one reason the Queensland Government has made this mandate for all schools.

Exemptions

- Students with documented medical / sensory disorder may apply for adjustments to this policy for the specific purpose of a medical / sensory disorder use. This will be documented in their Health Plan and approved by the Principal.
- Mobile phones in these instances would only have notifications related to the medical condition turned on.
- The exemption is recorded as a medical condition on OneSchool and entered on the "student mobile phone exemption register".

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Procedures:

Item	Expectation	Education strategy
Mobile phones, earphones, earbuds and all other wearable electronic devices.	Mobile phones are turned off and in a student's bag or in a school locker as per policy above and not taken out or used during the school day. All other items are not permitted on school grounds.	• Staff reinforcement with students. • Students informed and reminded at every parade. • Parents informed by email. • Social media promotion. **2024 in class process – 'first time every time"** **In class process:** **Teacher script when they see a phone in class:** "I have seen your phone I now need to inform the DP." The teacher must inform the student they have seen it so the student is aware of what will now happen. DP will see the student; phone is surrendered and parents must collect. Parents informed by DP that phone has been confiscated and stored at administration. Please use the same words, be unemotive, do not engage in a discussion and continue teaching. **Playground / breaks process:** • DP's, HOY's and HOD's will confiscate any phone seen and deliver to office. • Teachers will inform the Year level DP of any item use and DP will collect. • **Arriving at school:** • Phones & earphones are turned off and in students' bag as they enter school grounds. **Leaving school:** • Students are permitted to check their phone after the final bell when they exit school grounds or after they pass the administration building exiting the school. **Seniors after 1.40pm on school site:** • For any activity in school hours– curriculum, non-curriculum, external exams - the policy is the same at all times.

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		• **All students after hours:** (e.g. school events, interschool sport, excursions, camps) • Normal school rules apply whilst involved in extra-curricular activities or events, e.g. no phones for out of hours events. • Staff may permit the use of a phone for parental contact regarding times and pickups, e.g. return from camps or excursions late in the evening.

Referral process:

Item	In class	Playground/breaks
Mobile phones, earphone and all other wearable electronic devices	Staff member will email the year level DP. DP records in OneSchool behaviour incident referral as a "minor" incident as a "IT misconduct" and informs parents.	Staff member email the year level DP. DP makes OneSchool behaviour incident referral as a "minor" incident as a "IT misconduct" and informs parents.

Phone, earphone & all other wearable electronic devices storage/management and parental collection process –

- Any item taken by a staff member must be available for parents to collect and be tracked using the following process:

Stage	Process for mobile phone or earphones	Responsible officer
Surrender by student	Item is placed in envelope and student's name is written in permanent ink.	Deputy Principal
Logging item in	All items are logged into the mobile phone/earphone register located in school strong room. DP logging in writes student name, item, date and officer's name.	Deputy Principal
Storage	Mobile phones & earphones are stored in strong room in year level organiser.	Deputy Principal
Parental collection	Parents will arrange a time to collect with DP for parent to sign item out.	Deputy Principal

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Student exemption process

Students may apply for an exemption as per the following process:

- Parent applies through an email to HOD Wellbeing and Engagement or HOSES for an exemption to use a mobile phone or smart watch for specific technology related to their health diagnosis. All decisions and approval will be made by the Principal.
- Evidence required: written medical diagnosis from a registered medical practitioner e.g. Doctor, specialist, psychologist or psychiatrist). Medical certificate must be provided during a meeting to discuss specific requirements and need for exemption.
- Heath plan is recorded in OneSchool as part of a student's full health plan.
- The school may have capacity to offer suitable alterations that meets the specific need and remains within the guidelines of the 'Away for the Day' policy.
- Medical box is then ticked in student profile page.
- ID Attend notation is added for classroom teachers to observe when marking roll.
- Student is entered on the "Mobile phone exemption register" – managed by WBE AO.
- Student receives exemption for a specified time with a review and update of exemption required once that time has expired.

Staff phone use –

- Staff should model and manage their phone and use thereof in line with the professional conduct expected of their role.

Definitions –

- Mobile phone: any type of device that is capable of calls, texts, social media or other digital media with or without a SIM card.
- Wearable electronic device: any type of device that is worn capable of calls, texts, social media, heart rate monitoring, health related devices or other digital media with or without a SIM card.

Link to OnePortal phone information – https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/Pages/student-use-of-mobile-devices.aspx

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Student use of e-bike or e-scooter

The storage of e-bikes and e-scooter is not permitted at Sunshine Beach State High School.

In 2025, the following letter was given to all parents of current students:

Dear Parent/Guardian,

This letter is a joint communication from the Principals of Coolum State High School, Noosa District State High School, and Sunshine Beach State High School. Together, we have been addressing a shared concern regarding the use of e-bikes and e-scooters by students, in consultation with representatives from the Queensland Police Service (QPS).

Following extensive discussions, we have made the collective decision to **ban all e-bikes and e-scooters from our school sites starting from the beginning of the 2026 school year**.

Over recent months, we have reached out to families regarding the increasing presence of e-bikes and e-scooters in our communities. Despite repeated requests for parental support in managing the use of non-compliant vehicles, we continue to see students riding and storing e-mobility devices that do not meet Queensland road laws. This has led to ongoing, numerous concerns from community members, who have contacted our schools with reports of unsafe student behaviour.

Tragically, there have been several recent fatalities involving young people and e-mobility devices, along with multiple serious injuries on the Sunshine Coast. A recent audit conducted by QPS revealed that the vast majority of e-bikes and e-scooters on our school grounds are not compliant with Queensland legislation.

In light of these safety concerns—and the additional fire risk posed by lithium battery storage—we believe this ban is a necessary step to protect our students and school communities.

While each school has made efforts to manage this issue, staff are not equipped to assess the legality of individual vehicles. Our priority must remain on delivering high-quality education, not regulating student transport choices.

We are announcing this decision now to give families ample time to make alternative arrangements. We encourage students to travel to school via school bus services or by using conventional bicycles. We understand this change may cause some initial inconvenience, but we believe the long-term benefits to student safety and community wellbeing far outweigh the short-term challenges.

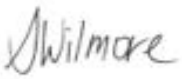
Additionally, from 2026, **any student reported to be breaking the law by riding a non compliant e-bike or e-scooter in school uniform will face a school-based consequence**. This measure reinforces our commitment to student safety and responsible behaviour within the community.

We appreciate your understanding and support, and we look forward to continuing our partnership with families in 2026 and beyond.

Yours sincerely,

Anthony Swan
Principal
Sunshine Beach SHS

Troy Ascott
Principal
Coolum SHS



Stacy Wilmore
Principal
Noosa Districts SHS

Preventing and Responding to Bullying

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

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.

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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.

Sunshine Beach State High School has a **Student Representative 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.

A priority for the School Representative 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. At Sunshine Beach State High School 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.

The following flowchart explains the actions Sunshine Beach State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there are 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.

The conflicts listed above are still considered serious and need to be addressed and resolved. At Sunshine Beach State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students, staff and parents.

Sunshine Beach State High School - Bullying response flowchart for teachers

***Please note the process may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the*

*professional judgment of the staff involved and their assessment of immediate risk to the student/s involved.***

Key contacts for students and parents to report bullying

Year 7 to Year 12: Head of Year

HOD Student Engagement and Well-Being

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Stage1 (Within first 24 hours of report)

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Stage 2(Within 48 hours)

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Stage 3(Within 3 days)

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer 'who, what, where, when and how'
- Clarify information with student and check on their wellbeing

Stage 4(Within 4days)

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Stage 5(within 1 week)

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Stage 6(within 14 days)

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Stage 7(ongoing)

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

At Sunshine Beach State High School, we consider all acts of bullying unacceptable, and as a whole school, focus on preventative systems and strategies that foster positive relationships and respond to bullying through early reporting and intervention measures. These can include:

1. Targeted and explicit lessons during #Connections sessions
2. Clear reporting and response processes – through Heads of Year, Well-being and Engagement staff, Deputy Principals and STYMIE
3. Promotion of national awareness campaigns such as 'Bullying. No Way! - National Day of Action Against Bullying and Violence'.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or their HOY (Head of Year). There is also members of the Well-Being and Engagement team, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

Sunshine Beach State High School - 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.

NO

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.

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.

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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.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

Student Intervention and Support Services

Sunshine Beach State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Well-being and Engagement Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Sunshine Beach State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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 in their interactions. This may include counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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Sunshine Beach State High School – Anti-Bullying Contract

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

Sunshine Beach State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Sunshine Beach 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.

I agree to:

- Treat everyone with kindness and respect.
- 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.

Student's signature:

Parent's signature:

School representative signature:

Date:

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Appropriate Use of Social Media

The internet, mobile phones and social media provide 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.

At times, negative comments posted about the school community have a greater impact than expected. Through the inappropriate use of social media, 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.

To ensure the use of social media is positive and constructive, students and parents must:

- Decide whether their input is relevant, positive, respectful and/or helpful before posting something online.
- Act responsibly. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting on online content. Keep comments general and avoid posting anything that could identify individuals.
- Be aware that with the use of social media, online discussions between individuals can very quickly be shared with a much wider audience, potentially far larger than intended.
- Take a few moments to think about the content they are about to post and edit or delete if need be. This could save upset, embarrassment, offence and/or possible legal action.
- Remember that the supervision and regulation of a child's online activities at home is the responsibility of the parent or caregiver.

Commenting or posting about schools, staff or students?

Parental and community feedback is important for schools and the department. If an individual has 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, students and community members of school related information, the department prefers that parents and community members contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

Keep comments calm, respectful and appropriate. If negative or derogatory content involves the school, the content 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).

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Encountering Problematic Content

Take the following steps to help resolve an issue in a constructive way:

- refrain from responding
- take a screen shot or print a copy of the concerning online content
- if the problem content is considered 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.

Restrictive Practices

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

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

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

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

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

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.

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Critical Incidents

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. **Maintain calmness, respect and detachment**: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief:** At an appropriate time when there is low risk of reescalation, 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.

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Appendix 1

Department of Education

Sunshine Beach State High School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Anthony Swan principal of Sunshine Beach State High School **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Anthony Swan Date: 12/11/2025

Sunshine Beach State High School

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