



Southport State High School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

The focus areas include: Educational Achievement, Wellbeing and Engagement, Culture and Inclusion.

Queensland Department of Education

Purpose

Southport State High School is dedicated to providing a safe, respectful and disciplined learning environment for all students, staff, parents, volunteers and visitors. We aim to provide students with opportunities to engage in high-quality learning experiences and develop values that support their lifelong wellbeing. Our primary focus is to enhance learning and teaching that maximises student outcomes by inspiring excellence and shaping futures.

The Student Code of Conduct at Southport State High School outlines the responsibilities and processes implemented to promote a productive and effective school-wide approach to discipline. It is intentionally designed to facilitate high standards of behaviour from everyone in the school community, ensuring learning and teaching is prioritised and where all students are able to experience success while enjoying a safe supported environment.



The Student Code of Conduct outlines the system, processes and procedures established to encourage positive behaviours while also addressing inappropriate and unacceptable actions. The Code of Conduct helps us create and sustain a positive and productive learning and teaching environment where everyone understands their role in the educational process, thereby ensuring a safe environment for both students and staff.

Our motto, "Respite Finem – plan with the end in mind," is embedded in this Code of Conduct and is underpinned by the TORO values: Teaching and Learning, Ourselves, Responsible Relationships, and Our Community.

Contact Information

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Contact Person:	Greg Morgan – Principal

Endorsement

Role	Name	Signature	Date
Principal	Greg Morgan		February 2026
P & C President	Brian Bond		February 2026
School Council Chair	Brian Bond		February 2026

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Principal's Foreword

At Southport State High School, we take pride in our longstanding tradition of fostering a supportive, inclusive, and caring community that offers exceptional educational opportunities for every student. Our motto, 'Respice Finem – plan with the end in mind,' underpins every aspect of our work setting the foundation for our Student Code of Conduct. This guiding principle reflects our deep belief that every student can achieve success and by design deserves access to the highest quality of education.

Positive relationships between parents, students, and teachers creates a robust foundation for a nurturing learning environment that cultivates trust through respect, enabling students to believe in themselves, find happiness, care for others, and lead well-rounded and balanced lives. Southport State High School is built on four core values: Teaching and Learning, Ourselves, Responsible Relationships, and Our Community (TORO).

Teaching and Learning	A passion for learning, creativity and excellence; attending all classes with the required resources and demonstrating a positive attitude and work ethic.
Ourselves	A culture of high expectations for behaviour, learning and presentation; acting in a way that enables ourselves, and others to feel safe in our school environment.
Responsible Relationships	Interacting with others with honesty, integrity, respect and accountability.
Our Community	Connection with each other and our community through valuing diversity and acknowledging and supporting the needs of others.

These values are embedded and immersed in the development of our Student Code of Conduct, aimed at shaping and building the skills of all students to be confident, self-disciplined and compassionate young individuals. Our school staff believe that communication and the ability to forge positive relationships with others are essential skills that our community requires both now and in the future. Every classroom displays the four TORO values and teaching staff reference them daily to further support the ongoing development of positive behaviours.

Staff at Southport State High School adopt an educative approach to discipline believing that behaviours can be taught, and mistakes serve as valuable learning opportunities. Our Student Code of Conduct provides an overview of the schools' policies i.e. attendance, uniform, mobile phones, removal of student property and our approach to preventing and addressing incidents of bullying. It also explains the measures that school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it outlines the potential consequences for students who fail to meet the expected standards of behaviour, which may include suspension or exclusion.

At Southport, we believe in *Equity and Excellence* and embrace the opportunity to assist every student to realise their potential.

P&C Statement of Support

As president of the Southport State High School P&C Committee, I take pride in endorsing the Student Code of Conduct. The ongoing consultation process has played a vital role in shaping the Southport State High School Student Code of Conduct, as the engagement and awareness of parents are essential for enabling all adults to assist students in meeting the established expectations.

We encourage all parents to familiarise themselves with the Southport State High School Student Code of Conduct and to engage in conversations with their children regarding the expectations and any support they might require.

Any parents/ caregivers who would like to discuss the Southport State High School Student Code of Conduct and the role of families in upholding the behavioural expectations of students are welcome to contact me or to join the Southport State High School P&C Association. It is with your support that we can collaborate effectively with school staff to ensure that all students are safe and appropriately supported to meet their individual social and learning requirements.

School Captains Statement

On behalf of the student body at Southport State High School, we the representatives for 2026 endorse the Student Code of Conduct. Throughout the year, we will continue to collaborate with the school administration team and the Southport State High School P&C Association to assess the effectiveness of the Student Code of Conduct, identify areas that need enhancement, and propose alternative options or suggestions for consideration.

Any student with questions or concerns they wish to address to the School Captains are encouraged to first speak with their TORO Roll Mark teacher; however, we also invite you to approach any of us directly.

School Captain Name: Isabella Narain

Signature: 

Date: 24/11/25

School Captain Name: Wil Gibson

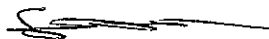
Signature:



Date: 27/11/25

School Captain Name: Sahara Jefferson

Signature:



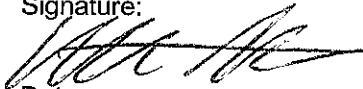
Date:

25/11/25

School Captain Name:

Van McDonald

Signature:



Date:

24/11/25



Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. School data is used to facilitate positive, evidence-based decisions regarding student learning, wellbeing, and school improvement. Evidence-informed decision-making is crucial for guiding classroom practices. A thoughtful approach to understanding the reasons for data collection, identifying useful data, and ensuring this data is ethically represented, interpreted, and applied within our schools serves as a significant means to improve teaching practices. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff satisfaction data displayed in the tables below is drawn from the **School Opinion Survey**. This survey is conducted annually and aims to gather the perspectives of parents/caregivers, students, and school staff from each school regarding their strengths and areas for where they can improve. Feedback concerning the school, student learning, and student wellbeing is requested from a parent/caregiver in every family, along with a selection of students from each state school.

Feedback regarding the school as a workplace is collected from all school staff and principals. Additional inquiries are directed towards teaching staff concerning their confidence in teaching and enhancing student outcomes. Furthermore, principals are questioned about their confidence in leading the school and improving student results.

OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students and to administer and plan for providing appropriate education and support services.

Information security

The Queensland Government manages personal information in line with the Information Privacy Act 2009 [External link](#).

Student data in OneSchool can only be accessed by authorised departmental staff. Authorised users must first login and be authenticated by the two-factor authentication process. Other security measures and encryption protocols are also employed.

Accessing records, reports or timetables

A written request must be submitted to the principal to access school records. Check the website or contact the school before making a written request. Principals will respond to your request within 10 school days of receiving it. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request).

School Opinion Survey

Parent Opinion Survey

Performance Measure		
Percentage of parents/caregivers who agree that:	2023	2024
This is a good school.	94.8%	92.3%
My child likes being at this school.	90.6%	87.2%
My child feels safe at this school.	92.4%	92.8%
My child's learning needs are being met at this school.	90.4%	86.5%
My child is making good progress at this school.	94.7%	89.5%
Teachers at this school expect my child to do his or her best.	95.5%	95.0%
Teachers at this school provide my child with useful feedback about his or her schoolwork.	91.6%	88.7%
Teachers at this school motivate my child to learn.	90.5%	86.8%
Teachers at this school treat students fairly.	88.2%	84.9%
I can talk to my child's teachers about my concerns.	92.5%	91.5%
This school works with me to support my child's learning.	93.9%	89.9%
This school takes parents' opinions seriously.	82.4%	79.9%
Student behaviour is well managed at this school.	87.4%	88.4%
This school looks for ways to improve.	92%	89.4%
This school is well maintained.	98%	95.3%

Student Opinion Survey

Performance Measure		
Percentage of students who agree that:	2023	2024
I like being at my school.	65.2%	62.3%
I feel safe at my school.	79.1%	70.8%
My teachers motivate me to learn.	75.5%	75.9%
My teachers expect me to do my best.	95%	90.9%

My teachers provide me with useful feedback about my schoolwork.	79.9%	81.8%
Teachers at my school treat students fairly.	63%	70.7%
I can talk to my teachers about my concerns.	59.3%	59.5%
My school takes students' opinions seriously.	47.1%	49.6%
Student behaviour is well managed at my school.	63.7%	58.3%
My school looks for ways to improve.	73.4%	73.9%
My school is well maintained.	75.7%	68.9%
My school gives me opportunities to do interesting things.	73.7%	79.1%

Staff Opinion Survey

Performance Measure		
Percentage of staff who agree that:	2023	2024
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	79%	76.7%
I enjoy working at this school.	95.1%	93.9%
I feel this school is a safe place in which to work.	94.5%	93.8%
I receive useful feedback about my work at this school.	78.8%	79.5%
Students are encouraged to do their best at this school.	98.9%	96.9%
Students are treated fairly at this school.	93.3%	92.2%
Student behaviour is well managed at this school.	88.2%	86.0%
Staff are well supported at this school.	81.7%	77.8%
This school takes staff opinions seriously.	80.3%	73.8%
This school looks for ways to improve.	94.5%	91.6%
This school is well maintained.	97.8%	95.4%
This school gives me opportunities to do interesting things.	89.7%	81.6%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the need and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are three main categories of school disciplinary absences: short suspension (1 – 10 days), long suspension (11 – 20 days), and exclusion.

The following table shows the count of incidents for students recommended for each type of disciplinary absence reported at the school.

SOUTHPORT STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2022	2023	2024
Short Suspensions – 1 to 10 days	257	297	287
Long Suspensions – 11 to 20 days	77	46	20
Exclusions	21	24	13

Consultation

In recognition of the dynamic nature of the school environment, the Southport State High School Student Code of Conduct has been revised and updated following consultation with various stakeholders at various junctures. Our core values of Teaching and Learning, Ourselves, Responsible Relationships and Our Community are the cornerstones that underpin the systems, processes and practices that are the foundation of the Student Code of Conduct. The school's approach to pedagogy, behaviour expectations, acknowledgement and responses have all been reviewed and updated, reflecting these values and an approach that is more restorative and inclusive of the whole school community.

A communication strategy has been developed to support the implementation of the Southport State High School Student Code of Conduct, including promotion through the school website, and social media platforms. Any families who require assistance to access a copy of the Southport State High School Student Code of Conduct, including translation to their native language, are encouraged to contact the principal.

Review Statement

The Southport State High School will undergo annual minor updates to reflect changing circumstances, data and staff. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle and will align with the next Quadrennial School Review and Strategic Plan in 2028 - 2031.

Learning and Behaviour Statement

Our school community has embraced the following purpose and values, which form the foundation of our approach to fostering and upholding high standards of responsible behaviour and conduct. Southport State High School prioritises learning. As a learning community we are committed to developing young people to achieve their potential intellectually, personally and socially.

We hold the belief that everyone has the capacity to learn and improve. Students will experience learning that is challenging, future-focused, innovative and transferable to the range of situations they will encounter. We believe learning is maximised when there is structured environment, as well as space and time to encourage reflection and growth.

Purpose	<i>Inspiring excellence; shaping futures</i>
Motto	<i>Respice Finem - plan with the end in mind</i>
Vision	Fulfilling potential through focused engagement, developing responsible relationships, and achieving individual goals
Values	Southport State High School has four key values underpinning all we do. We seek to instill these values in every student at the school. These values are contextually known as the TORO values .

The **TORO values** are:

Teaching and Learning

A passion for learning, creativity and excellence. Attending all classes with the required resources and demonstrating a positive attitude and work ethic.

Ourselves

A culture of high expectations for behaviour, learning and presentation. Acting in a way that enables ourselves, and others to feel safe in our school environment.

Responsible Relationships

Interacting with others with honesty, integrity and accountability.

Our Community

Connection with each other and our community through valuing diversity, acknowledging and supporting the needs of others.

These values support our pursuit of educational achievement, our commitment to fostering leadership skills, our focus on creating a sense of belonging for everyone and our emphasis on holistic education to recognise and celebrate individual accomplishments. Additionally, they serve as a foundation for cultivating responsible engaged members of society.

Consequently, our school is focused on:

- Educational Achievement
- Teaching and Learning
- Culture and Wellbeing
- Effective Systems and Processes

At Southport State High School, we are convinced that a student's educational achievements are significantly improved enhanced when they are in a safe, disciplined, and supportive environment. We are dedicated to creating a safe, respectful, and positive learning environment, grounded in our relational culture, where students can thrive, engage in quality learning practices, and develop values that support their lifelong wellbeing. Our school community fosters a positive atmosphere by adhering to the Student Code of Conduct.

Southport State High is a school that embraces the principles of Positive Education and integrates them within the intervention programs offered. All students are explicitly taught and practice essential skills that position them to succeed in their preferred careers and flourish in all dimensions of a well-rounded life including relationships, health, creativity, and citizenship.

Our school community believes that:

- It is reasonable to hold high expectations for our students, anticipating that they will consistently conduct themselves in a way that reflects positively on themselves, their families, and the school.
- Behaviour is learned and when it becomes inappropriate, it is possible to adopt new behaviours to replace the old ones.
- The goal of behaviour management is to foster self-discipline and encourage positive behaviours.
- Individuals are responsible for their actions and possess the ability to resolve issues to "make it right". Therefore, our preferred approach to behavioural consequences is centred around restorative practices whenever feasible.
- Early intervention and a progression of consequences from least to most intrusive is the best way of reducing inappropriate behaviour.

Parents/Caregivers play a primary role in supporting and nurturing their children, so our work with young people flourishes when all parties work together. Students learn best when they:

- Are treated with understanding, respect and politeness
- Feel safe and confident
- Feel challenged by the tasks they are completing
- Feel pride in their achievements
- Can work in a supportive learning environment and thrive within a relational culture
- Are emotionally, physically and socially healthy
- Have a sense of belonging to the school community.

Student Wellbeing

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is prioritised, and they cultivate a strong sense of wellbeing through effective learning experiences. At Southport State High School, our goal is to ensure every student is actively involved in shaping their future through participation in educational activities. Educational research, along with [The Australian Student Wellbeing Framework](#) and [Student Learning and Wellbeing Framework.pdf](#), recognises that engagement is a multifaceted state of being, closely associated with an individual's sense of wellbeing, and is crucial for facilitating student learning. This framework enables us to cultivate a positive school culture by incorporating student wellbeing into all facets of school life, linking the learning environment, curriculum and pedagogy, policies, procedures, and partnerships for both learning and life.

We regard curriculum access, attendance, behaviour, and wellbeing as fundamental elements of student engagement, employing a holistic approach to support students in maximising their learning and outcomes. Southport State High School offers a variety of programs and services aimed at enhancing the wellbeing of students in our school. We encourage both parents and students to speak with their class teacher or make an appointment with the guidance officer if they are seeking personalised advice about accessing specific services.

Curriculum and pedagogy

Southport State High School incorporate the groundwork for wellbeing and lifelong learning to develop personal and social capabilities (self-awareness, self-management, social awareness and social management) through the implementation of the [K-12 Curriculum Assessment Reporting Framework](#). Southport State High School recognises the significant influence that a meaningful relationship between teacher and student can have on a students' academic and social outcomes. As part of the whole school curriculum at Southport State High School, we offer age- appropriate respectful relationships education. Respectful relationships education teaches you how to respect yourself and others. It's about treating everyone equally, regardless of gender or any other attributes, and making sure everyone feels included. You'll learn about respect, consent and how to find help if you need it.

Policy and expectations

In a school community, there are specific health and wellbeing issues that must be addressed for the entire school, specific students, or in certain circumstances.

Drug education and intervention

Southport State High School implements drug intervention measures for students involved in drug-related incidents occurring on school premises, during school events or when wearing the school uniform. This is undertaken as a proactive and protective measure to safeguard the health and safety of the affected student(s), other students, school staff and the wider community.

Specialised health needs

Southport State High School works closely with parents to ensure that students with specialised health needs, including those who require specific health procedures, receive a reasonable level of support for their health requirements while attending school or participating in school-based activities.

This entails the development and adherence to appropriate health plans for students with specialised health needs, ensuring that staff are informed about the student's medical condition, and that a sufficient number of staff members are trained to assist with the student's health condition.

Medications

Southport State High School mandates parent consent and medical authorisation for the administration of any medication (including over-the-counter drugs) to students. For those students requiring medication to be administered during school hours, the school can provide additional information and relevant forms.

For students with chronic health conditions requiring medication, parents must submit a form found in the [Administration of medications in schools procedure](#), duly signed by the prescribing health practitioner.

Southport State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer in the school's first aid kit to ensure emergency first aid medication is available when required.

Mental health

Southport State High School takes proactive steps to address mental health issues among students by implementing early intervention measures and treatments when there is reasonable cause to suspect they are experiencing mental health challenges. This process includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Staff at Southport State High School who notice warning signs of suicide in a student are required to seek immediate assistance from the school guidance officer, senior guidance officer or other relevant staff.

Schools are instructed to call 000 when there is imminent threat to a student's safety, and to provide first aid as necessary. In all other circumstances, Southport State High School staff follow suicide intervention and prevention protocols by ensuring:

- the student is not left unattended
- their safety, along with that of other students and staff, is prioritised
- students receive appropriate support immediately
- parents are informed
- all actions are documented and reported.

Suicide postvention

In the event of a student's suicide that does not occur on school grounds, Southport State High School initiates a postvention response, by communicating with the family of the student and ensuring immediate support is available for students and staff who may be impacted.

If a suicide occurs on school grounds or during a school event, Southport State High School staff promptly activate the School Emergency Management Plan, communicate with the student's family, and ensure that immediate support is extended to students and staff who may be affected.

Student Support Network

Southport State High School takes pride in its extensive Student Support Network designed to promote the social, emotional and physical wellbeing of every student. Alongside the support offered by classroom teachers, we have a dedicated team of professionals whose primary focus is to maintain an inclusive, nurturing environment within our school.

Students are encouraged to contact any reliable staff member at Southport State High School for assistance or guidance. If a staff member is unable to provide the necessary help, they will ensure that the student is directed to the appropriate representative within the Student Support Network.

Parents seeking more information regarding the roles and responsibilities of student support are welcome to contact the respective Year Level Dean of Students.

Role	What they do
Guidance Officers	<ul style="list-style-type: none"> • Provide a comprehensive student support program in the school environment offering counselling with students in a one-on-one basis or in a group setting. • Assist students with specific difficulties, acting as a mediator or providing information on other life skills. • Liaises with parents, teachers, or other external health providers as needed within the counselling process. • Provides guidance on career pathways and options.
Youth Support Coordinator	<ul style="list-style-type: none"> • Supports students to overcome barriers such as <ul style="list-style-type: none"> ○ attendance at school ○ vaping, drug and alcohol support needs ○ learning support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing. • Provides individual and group support to assist students to overcome barriers to their engagement with education and training. • Refers at risk students to appropriate agencies and support services. • Develop and implement programs aimed at enhancing students' social and emotional wellbeing.
TORO Roll Mark Teacher	<ul style="list-style-type: none"> • Roll mark and daily communications. • Central wellbeing support person.
HOD Differentiation	<ul style="list-style-type: none"> • Ensures equitable access to curriculum and assessment for all identified students.
Case Managers	<ul style="list-style-type: none"> • Support student access and participation to curriculum and learning. • Key person for students and their families. • Build staff capability to implement inclusive evidence-based practices. • Promote student self-advocacy, independence and engagement.
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.

Industry Liaison Officer	<ul style="list-style-type: none"> • Develops and maintains relationships with employers, training providers and apprenticeship support agencies. • Assists students transitioning to employment and making effective career choices. • Provides support for students seeking industry placement and qualifications (TFN, USI), discussing workplace expectations (e.g. appropriate clothing, safe behaviour, communicating with peers). • Manage work experience placement program, maintain an up-to-date knowledge of relevant legislation (i.e. MyGov, licence, Superannuation etc).
Dean of Students (Year 7 – 12)	<ul style="list-style-type: none"> • Monitors attendance, behaviour and academic data to identify areas requiring additional support. • Responsible for respective year level student wellbeing. • The central person responsible for ensuring ongoing communication with students and their families. • Ensures students feel secure and at ease, fostering a desire to attend school. • Nurtures a sense of belonging and connectedness for students through TORO Roll Mark class and events. • Celebrates and acknowledges student accomplishments to thereby enhancing cohesion within the year level. • Engages with students to motivate, inspire, and assist them in realising their potential. • Liaises with relevant agencies to safeguard and support students as required.
HOD Engagement	<ul style="list-style-type: none"> • Cultivates and nurtures a positive school-wide learning culture that focuses on attendance and engagement, both academically and socially. • Encourages and monitors positive student behaviour within the school. • Manages the day to day responsiveness of the Engagement team in relation to student behaviour incidents and wellbeing. • Engages young people in a journey of continuous improvement to maximise performance and potential e.g. student leadership opportunities.
HOD Junior School	<ul style="list-style-type: none"> • Coordinates student transition from Year 6 to 7. • Monitors student performance and engagement, if required arranges intervention for Year 7 and 8 students.
HOD Middle School	<ul style="list-style-type: none"> • Coordinates Junior to Senior learning phase transition. • Creates and maintains a career education program including SET-P. • Monitors student performance and engagement, if required arranges intervention for Year 9 and 10 students.
HOD Senior School	<ul style="list-style-type: none"> • Manages student attainment of Queensland Certificate of Education (QCE), QCIA, vocational qualifications and Year 13 pathways. • Monitors student performance and engagement, if required arranges intervention for Year 11 and 12 students.
Deputy Principal	<ul style="list-style-type: none"> • Responsible for two cohorts in a specific learning phase.

	<ul style="list-style-type: none"> • Manages student performance and engagement.
School-Based Police Officer	<ul style="list-style-type: none"> • Promotes positive relationships between the school community and police. • Educates students about law and legal processes, particularly in relation to young people. • Involved in school life by attending school events and functions. • Develops crime prevention and problem orientated initiatives, engaging community and inter-agency partnerships. • Attends to police-related matters within the school community, where appropriate. • Delivers lectures on police duties and related topics.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking and vaping ○ alcohol and other drugs.
Youth Worker (Mission Australia)	<ul style="list-style-type: none"> • Provides appropriate assistance to students experiencing difficulties at school and/or at home which may put them at risk of leaving school prematurely i.e. homelessness.
Drug & Alcohol counsellor (Ted Noffs)	<ul style="list-style-type: none"> • Provides support and education to students experiencing challenges with drugs and alcohol.

There are also regional and statewide support services available to supplement what the school network offers. These include Advisory Visiting Teachers, Senior Guidance Officers, Autism Coach and Intensive Education Case Manager. For more information about these services and their roles please contact the Deputy Principal of your child's year level.

Whole School Approach to Discipline

Our school values are aligned with the values, principles and expected standards outlined in the Department of Education's Code of School Behaviour and Chapter 12 of the Education General Provisions Act 2006.

Southport State High School has created this Student Code of Conduct in partnership with our school community by consulting parents, staff, and students. We also conducted a review of school data sets related to attendance, participation, student disciplinary absence, the School Opinion Survey, and student wellbeing surveys, all of which informed the development process.

Standard 4 of The AITSL Professional Standards for teaching practice, which seeks to create and uphold secure learning environments, has also influenced development of the Student Code of Conduct. Additionally, so has the Positive Psychology Framework, which focuses on enhancing wellbeing by cultivating strengths, positive emotions and meaningful life experiences.

Consideration of Individual Circumstances

The staff at Southport State High School consider the unique circumstances of each student, including their behavioural history, disabilities, mental health and wellbeing, religious and cultural factors, home environment, and care arrangements when establishing teaching expectations, addressing inappropriate behaviour, or applying a disciplinary consequence.

When considering the individual circumstances of each student, we recognise that our teaching methods, the support we offer, and our responses to students will vary. This aligns with the principle of equity, ensuring that each student receives the necessary support to achieve success. For instance, some students may require extra assistance to comprehend or interpret an expectation, while others might benefit from additional opportunities to practice a specific skill or behaviour. For a small number of students, applying certain disciplinary measures may be deemed inappropriate or ineffective due to complex trauma or family situations.

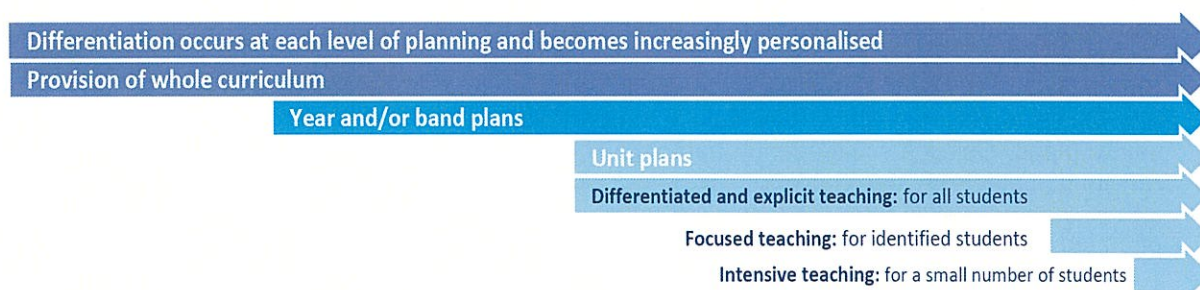
Our staff are also obliged by law to uphold and safeguard the privacy of individual students. Therefore, while we understand the interest of other students and parents in knowing the disciplinary actions taken against another student, we will not share or discuss this information with anyone other than the student's family. This confidentiality holds true even if the behavioural incident, such as bullying, directly involves your child. School personnel treat all issues, including bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and their families.

Differentiated and Explicit Teaching

Southport State High School fosters a disciplined educational environment that offers tailored teaching to meet the diverse learning needs of all students. This approach includes instructing students on expected behaviours and creating opportunities for them to practice these behaviours. Teachers routinely reinforce these expected behaviours, offer constructive feedback and corrections, and provide opportunities for practice.

The staff at Southport State High School may adjust what is taught to students, the methods of instruction, and the ways in which students can demonstrate their knowledge as part of this differentiated behavioural approach. These decisions are informed by data and ongoing monitoring that reveal the behavioural learning requirements of students. This allows our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three primary layers of differentiation, as depicted in the diagram below. This model is consistent with the one used for academic and pedagogical differentiation. Each layer provides progressively more personalised supports for students.



Focused Teaching

A small percentage of all students in any classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or, as part of a learning area/subject, and focused teaching is provided to help them achieve success. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

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 practice skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Southport State High School to provide focused teaching. Focused teaching is aligned to the school-wide expectations, and student progress is monitored by the classroom teacher/s to identify those who:

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

A range of strategies are employed to assist the student to redirect behaviour and to develop the skills to be successful at school.

Southport State High School also has staff available to arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Deadly Choices
- R. I. S. E.
- Peaceful Warriors
- Secret Agent Society

For more information about these programs, please speak with either the HOD Engagement, respective Year Level Dean of Students, Guidance Officer, or Youth Support Coordinator.

Intensive Teaching

Southport State High School recognises that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/guardians and other relevant specialist staff.

Students that display behaviours deemed complex and challenging will access an individualised program which may include support plans, behaviour intervention plans and safety plans. Using a multi-agency approach, these plans are developed collaboratively requiring input from the classroom teacher, student, parent/caregiver, external support agencies and medical professionals (where necessary). The development of these plans is often led by the Guidance Officer or Dean of Students.

Students with a verified disability are supported by their Case Manager and Head of Differentiation. A Personalised Learning Plan (PLP) is created that outlines strategies, adjustments and programs that are required. The Case Manager tracks student progress, monitors the effectiveness of support strategies, and make adjustments as needed to ensure students are achieving their goals. The PLP is recorded in Support Provisions on OneSchool.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

Expected Standards of Behaviour

The first step in facilitating high standards of positive behaviour is to communicate the expected standards to all students. At Southport State High School, we highlight the significance of explicitly instructing students on the behaviours we expect them to exhibit at school. Communicating behavioural expectations serves as a form of universal behaviour support—a strategy aimed at all students, designed to avert problem behaviour and establish a framework for responding to unacceptable behaviour.

The disciplinary consequences model used at Southport State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students are capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise the expected behaviours. Approximately 15% of the student population may experience difficulty in meeting the outlined expectations, and despite focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

A persistent pattern of this low-level behaviour can disrupt teaching and learning for the entire class, necessitating a decision by the class teacher to refer the student to the school administration team promptly for the determination of a disciplinary consequence.

For approximately 2-5% of students a high level of differentiated support or intensive teaching is necessary to help them meet behavioural expectations. These students need the most intensive support that a school can provide. Typically, this support is delivered in very small groups or on an individual basis and may need to be sustained throughout the academic year. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders.

The goal when working with these students is to:

- Prevent problematic behaviour.
- Teach the student an acceptable replacement behaviour.
- Reinforce the student's use of the replacement behaviour.
- Minimise the payoff for problematic behaviour.

In certain instances, a student's behaviour may be so serious, such as inflicting harm on other students or staff, that the principal may decide an out of school suspension or exclusion is warranted as a consequence for the student's actions. Generally, this course of action is only taken when the behaviour is serious enough to warrant immediate removal of the student for the safety of others, and no other discipline strategy is considered adequate to address the problematic behaviour.

The differentiated approaches to addressing problem behaviour can be categorised into three tiers, each with escalating levels of support and consequences aimed at managing behaviour that endangers others or causes major, ongoing disruption to class or school operations and events.

Tier	Name	Details
1	Differentiated	<p>Class teacher provides in-class or in-school disciplinary responses to low level or minor problematic behaviour. This may include:</p> <ul style="list-style-type: none"> ▪ Essential Skills for Classroom Management ▪ School wide Classroom Management Steps ▪ Class routines - The Southport Way Ratio of 5 positive to 1 negative commentary or feedback to class ▪ Revised seating plan and/ or relocation of students ▪ Temporary removal of student property ▪ Litter duty ▪ Individual positive reinforcement for appropriate behaviour
2	Focussed	<p>Class teacher is supported by other school-based staff to address in-class problematic behaviour. This may include:</p> <ul style="list-style-type: none"> ▪ Functional Behaviour Assessment ▪ Individual student behaviour support strategies ▪ Monitoring card ▪ Positive Behaviour Case manager assigned ▪ Targeted skills teaching ▪ Detention ▪ Behaviour contract ▪ Counselling and guidance support ▪ Teacher coaching and debriefing ▪ WEBS Referral for team based problem solving ▪ Stakeholder meeting with parents ▪ Short term suspension ▪ Cancellation of enrolment warning for students of post-compulsory phase who refuse to participate in the educational program provided at the school
3	Intensive	<p>Collaboration between student support network staff to address persistent or ongoing serious problematic behaviour. This may include:</p> <ul style="list-style-type: none"> ▪ Functional Behaviour Assessment based individual support plan ▪ Complex case management and review ▪ Stakeholder meeting with parents and external agencies ▪ 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 and is suspended from school until the charge has been dealt with by the relevant justice authorities) ▪ Suspension pending exclusion ▪ Exclusion (student is excluded from a 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 of post-compulsory phase who refuse to participate in the educational program provided at the school

Consequences for Unacceptable Behaviour

Southport State High School systematically works to prevent problematic student behaviour by continuously teaching and reinforcing expected behaviours. When unacceptable behaviour arises, students face predictable consequences. Our school aims to ensure that responses to such behaviour are consistent and proportionate to the nature of the behaviour.

Identification of the primary behaviour is critical before adding to OneSchool. OneSchool is used to record and document all minor and major behavioural issues. A pattern of minor behaviours may constitute a major behaviour.

Defining Behaviours

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

- **Minor** problem misbehaviours are usually handled by the staff member at the time of the incident.
- **Major** problem misbehaviours are those which require direct action by other staff. All major misbehaviours should be recorded on OneSchool.

Minor misbehaviours are those that:

- are minor breaches of the school values
- cause disruption for short periods of time
- are behaviours that you will encounter multiple times a day, every day
- disruption for short periods of time
- do not pose a risk of significant harm to others or property
- do not violate the rights of others in any serious manner
- are not part of a pattern of problem behaviours and
- do not usually require involvement of specialist support staff, Dean of Students, Heads of Department or Deputy Principals.

Persistent minor behaviours are those that:

- are teacher managed
- are repeats of the same type of behaviour over several days
- are recorded on OneSchool as **Minor** behaviours.

Minor problem behaviours usually result in consequences logically connected to the problem behaviour. Examples include but are not limited to:

- rule reminder
- contact home e.g. phone, email or meeting and record in OneSchool
- redirection to task
- apology
- detention
- litter duty
- extra work
- removal from an activity or event for a specified time period
- partial removal from activity/event as appropriate
- temporary removal of property
- individual meeting with the student

Major misbehaviours are those that:

- significantly violate the rights of others
- pose a risk of harm to people or property
- consist of ongoing minor behaviours where the student has not responded to the approach implemented
- involve any breach of law or possession of a prohibited item or substance at school
- require intervention by Dean of Students, HOD or Deputy Principal
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in a referral to the Dean of Students and/or Heads of Department, and/or Deputy Principal because of their seriousness.

When major problem behaviour occurs, staff members calmly state the problem behaviour to the student and remind them of the expected school behaviour. Dependant on the behaviour, staff then either refer the student through OneSchool for follow-up, contact Dean of Students, HOD or DP for support, or escort the student to The Engagement Hub as appropriate to the situation.

Major problem behaviours result in consequences, dependent on the nature and severity of the problem behaviour. Examples include:

- formal apology
- restitution
- contact home e.g. phone, email or meeting and record in OneSchool
- detention
- time out
- Buddy Class
- removal from activity
- after school detention
- loss of privilege(s)
- behaviour contract
- warning regarding future consequence for repeated offences
- temporary removal of property as appropriate
- class withdrawal e.g., HOD office, Engagement Hub
- community service, e.g., litter duty
- Saturday detention
- suspension
- Discipline Improvement Plan
- police involvement
- suspension with recommendation for exclusion and/ or
- cancellation of enrolment.

The following table outlines some examples of Minor and Major problem behaviours. This list aligns to the OneSchool behaviour categories. It is a guide for staff decision making:

OneSchool Behaviour Category	Minor/ Major	Definition	Example
Abusive Language	Minor	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Swear words not directed to or at a staff member but said as a result of a statement or instruction. Swearing in conversation, "He's such a XXX", "I hate this XXX", "Who gives a XXX about that?"
	Major		Swear words directed to or at a staff member. Statements made on social media and online messenger services including forwarding or posting videos of fights. Statement of threats – "I am going to x you/your family."
Academic Misconduct	Minor	Student falsely and inappropriately demonstrates their learning. Including cheating, collusion, contract cheating, copying work, fabricating, plagiarism, disclosing/receiving assessment information, impersonation, exam misconduct.	Attempting to sneak notes in exam, and teacher removes. Not submitting draft assessment on due date.
	Major		Student presents work that is not theirs, as their own, cheating on exams or deliberate plagiarism of work. Sighted use of any AI platforms when not directed. Work shared with another student. Not submitting final assessment on due date.
Bomb Threat/ False Alarm	Major	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Phone call, Written/Electronic messages
Bullying	Minor	Student engages in intentional or deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	No minor exists.
	Major		Sustained and repeated pattern of targeted, ongoing verbal, physical, written, texting, face to face or online to the same person. Repeated pattern after previous redirects <ul style="list-style-type: none"> • Verbal, sexual comments, pictures • Inappropriate touching of others • Telling a student to harm themselves Coercive control.
Defiance	Minor	Student refuses to follow directions given by school staff.	Isolated incidents of refusing to follow staff instructions <ul style="list-style-type: none"> • Pushing into line e.g. classroom entry, Café, in an 'out of bounds' area, littering. • Not following processes – sign in late, leaving without signing out.
	Major		Not attending lunch detentions Not completing afternoon detentions Not completing Saturday detentions Continued presence in 'out of bounds' area Continued refusal to follow staff instructions in or out of classroom situation.

OneSchool Behaviour Category	Minor/ Major	Definition	Example
Disrespect	Minor	Student intentionally delivers socially rude or dismissive messages to adults or students.	Answering back to a staff member. A single instance of minor, verbal put-down or inappropriate comment.
	Major		Shouting at a staff member. Inappropriate gestures to staff. Aggressive, inappropriate language either face to face or online. Using targeted words or gestures that are directly offensive to another.
Disruption	Minor	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Moving or seeking/avoiding sensory input without interrupting the learning, e.g. getting up and sharpening a pencil. Leaving seat without permission. Learning Device is not charged. Learning Readiness e.g. resources are not present or not ready.
	Major		Sustained yelling, talking, calling out, talking, asking irrelevant questions, interfering with neighbour or behaviour that interrupts learning activities. Continued refusal to have learning resources ready. Continually moving around classroom. Repeatedly not being prepared for class.
Dress Code	Minor	Student wears clothing that is not within the dress code guidelines defined by the school.	Not wearing ties or hats or wearing visible necklaces and non-discreet earrings
	Major		Does not borrow item prior to TORO roll mark. Refuses to go to Engagement Hub to borrow items. Refuses to remove item. Refuses to exchange item. Wearing fake nails or eyelashes, nose or septum piercings, uncovered tattoos or unnatural hair colour. Does not complete detention.
Falsifying Documents	Major	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Forges documents, writes note to explain absence, signs permission note instead of parent
Fighting	Minor	Student is involved in mutual participation in an incident involving physical violence.	Playful pushing, shoving, barging, silly and inappropriate rough play, play fights.
	Major		Assaulting another student with or without an object Fighting, or hurting another by punching, hitting, head butting, choking, scratching, spitting, slapping, tackling, pushing, tripping, sack wacking, kicking, or pushing a sharp object into another with the intent to cause injury.

OneSchool Behaviour Category	Minor/ Major	Definition	Example
Harassment	Minor	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics	Saying something with no intent to act: - in the heat of the moment - to be funny - in response to receiving a message that was hurtful.
	Major		Statements made in person, on social media or online messenger services including forwarding or posting videos of fights. Using racially offensive comments to students or staff.
Other Charge Related Suspension	Major	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.	Only used if directed
Physical Aggression	Minor	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.	Unspecific or ambiguous statements threatening the safety of others. In the heat of the moment, saying something with no intent to act.
	Major		Direct statement aimed at intimidating an adult or a student e.g. "I know where you live" "Snitch", "squaring up" to a staff member in an intimidating manner. Blocking a staff member from exiting a classroom with intent. Statements threatening the safety of others with the apparent intent and ability to follow through, including making threats, inciting violence with other students or making direct statements of an intention to fight another person. Unwanted physical contact of a sexual nature.
Property Damage	Minor	Student participates in an activity that results in destruction, damage or disfigurement of property.	Unintentional damage of equipment from silly behaviours.
	Major		Deliberate actions including graffiti/vandalism. Deliberate actions that damage someone else's possessions.
Property Misuse causing risk to others	Minor	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.	Damaging someone else's belongings or school property that does not limit the items functionality. Swinging on a chair or rocking a desk. Breaking items while playing inappropriately.
	Major		Deliberately damaging someone else's belongings or school property. Throwing items at a person on purpose e.g. ball, food, water. Includes use of water pistols.

OneSchool Behaviour Category	Minor/ Major	Definition	Example
Refusal to participate in the Educational program of the school	Minor	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Student fails to participate in tasks during lesson. Isolated incidents of <ul style="list-style-type: none"> Late arrival to class or school without a legitimate reason Unable to locate class due to room change Refusing to line up for class entry Refusing to move to an allocated seat, falling asleep in class Not having learning resources.
	Major		Continual refusal to participate in class tasks over a period of time. Continued pattern of being late to class. Not attending Classroom Teacher detentions. Refusal to go to buddy class.
Substance misconduct involving illegal substances	Major	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Consuming or in possession of marijuana or other drugs brought to school. Possession of implements by which to use illegal drugs – e.g. bong
Substance misconduct involving tobacco and other legal substances	Major	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Energy Drinks or chewing gum. Possession of cigarettes or vapes. Smoking or vaping. Deliberately sprays an aerosol deodorant. Brings, or consumes alcohol at school.
Technology violation	Minor	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Persistently visits non-curriculum websites. First time using VPN. Making posts on social media about others with no malicious intent. Student uses device without permission and hands in when directed. First time sharing / logging on with password of another.
	Major		Intentionally accessing restricted areas or changing the school's IT network. Using personal IT devices in class, including phones, smart watch, tablets. Continued use of VPN, despite warning. Filming staff/ students without permission. Posting on social media, or forwarding, inappropriate footage, inc. fights. Using a staff member's password. Student uses device without permission and refuses to hand it in.
Theft	Major	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Steals items.
Truancy (out of class)	Minor	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence).	First instance of not attending a class. Pattern emerging of not attending a specific subject.
	Major		Pattern of not attending a variety of subjects, or time of day.

OneSchool Behaviour Category	Minor/ Major	Definition	Example
Truancy (out of school)	Major	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e., an unauthorised absence).	Leaves school grounds without permission and /or signing out.
Use/ possession of combustibles	Major	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).	Possession or use of matches, lighters, firecrackers, petrol, lighter fluid, aerosols (paint/deodorant).
Use/ Possession of weapons	Major	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Possession or use of pocketknives, knives, gel blasters, tasers, or guns.

Definition of Consequences

Detention	The principal or principal's delegate may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention may be held during school hours, out of school hours or on a non-school day.
Time Out	The student is kept under supervision at all times, as per the guidelines of the DOE Restrictive Practices Procedure. The student will be given the opportunity to re-join class, in intervals of no more than 10 minutes.
Temporary Removal of Property	A staff member has the power to temporarily remove property from a student, as per the procedure for Temporary Removal of Student Property by School Staff.
Discipline Improvement Plan	A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

Detention

A detention may be held during school hours, out of school hours or on non-school days for any student in Years 7-12. Decision making regarding detentions will include an assessment of the student's behaviour, level of risk, as well as the individual circumstances of the student.

For Detention within School Hours

Parents may be notified by the principal or principal's delegate if a student is placed on detention. The normal school break time schedule will be observed for the student on detention however, the student may not be permitted to converse with other students during the detention period. The student will be given the opportunity for food, toilet and rest breaks, as per normal school routine.

For Detentions outside School Hours, including Saturday

A detention issued outside school hours, including non-school days, will never be more than the duration of a normal school day. The student will be given the opportunity for food, toilet and rest breaks, as per normal school routine. The student's attendance at the detention will be recorded. A risk assessment will be completed, and a risk management plan developed. Parents/caregivers will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and will need to provide consent. Parents/caregivers will be consulted about suitable times for the detention to be completed, within the parameters set by the school.

Parents will be informed of:

- location and duration of the detention
- their responsibility to arrange travel/supervision to and from the detention
- the supervision arrangements for the student during the detention.

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.

At Southport State High School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision if they believe the decision was unfair or did not follow the correct procedures. 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.

Suspension	<p>The principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be grounds for suspension even if the conduct does not happen on school premises or during school hours) • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000) and /or • The student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.
Recommended Exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Persistent disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours) • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours) • The student's attendance at the school poses an unacceptable risk to the safety and/or wellbeing of other students or staff of the school <p>and / or</p> <ul style="list-style-type: none"> • The student has been convicted of an offence and the principal is reasonably satisfied that it would not be in the best interest of other students or staff for the student to be enrolled at the school.
Cancellation of Enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

Re-entry following suspension

The parents of students suspended from Southport State High School are invited to attend a re-entry meeting, either before or on the day of the scheduled return to school. The main purpose of this meeting is to welcome the student back to school and provide clear guidance about the supports available to assist their success moving forward and strengthen home-school communication. The re-entry meeting also facilitates targeted support measures for reconciliation, helping students to learn to resolve conflicts, take responsibility for their actions and repair relationships.

It is **not a time** to review the student's behaviour or the decision to suspend as the student has already received a consequence through their disciplinary absence from school. While it is preferred that parents attend the meeting, the student will not be penalised if the family does not engage in this opportunity.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing through the SDA letter (usually via email). A record of the meeting is saved in OneSchool, as an action after the suspension as either Administration Follow-Up, Support & Intervention or Discipline Improvement Plan. Any notes, documents or discussions that occur during this meeting are recorded under the Contact tab.

Structure

Re-entry meetings are short and usually only the principal or their delegate attends with the student and their parent/caregiver. The focus is on welcoming the student and their family back into the school community. If it is beneficial to the student or family, additional support personnel may also attend.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Check progress of curriculum work
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer, Case Manager)
- Set a date for follow-up
- Thank student and parent/s for attending.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations.

The inclusion of support staff, such as Guidance Officers, HOD Differentiation or Case Manager may also offer important advice to ensure a successful outcome moving forwards.

The relationship between problem behaviours and expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- discuss how their behaviour aligns to lived values
- provide examples of behaviour that is aligned to lived values
- describe the likely consequences if the problem behaviour continues
- identify what they will do to change their behaviour in line with expected school behaviour
- discuss strategies to repair harm that has been caused.

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

Ensuring a Consistent Response to Problem Behaviours

At Southport State High School, staff members authorised to issue consequences for problematic behaviours are provided with appropriate professional development and/or training. Through these training sessions, we work to ensure consistent responses to problematic behaviour throughout the school .

Additionally, students are also explicitly taught how to respond appropriately when other students display problematic behaviour, as well as the respectful and courteous manner in which to respond when a staff member redirects their behaviour or when consequences are applied for such behaviour.

In the Local Community

Our school aims to nurture safe, respectful learners who actively engage with our school community to guarantee that both during school hours and while representing our school, students are upholding the school's expected behaviours. We hold the belief that every student bears the responsibility to comply with these behaviour expectations when representing the school.

This obligation extends to situations where students are wearing the school uniform, whether on campus or in the general community. There may be instances when the school takes proactive measures in response to behavioural concerns raised by members of the community. Such examples include promoting safe road usage and fostering respectful interactions with the public. Additionally, there may be circumstances where the school implements reactive measures and applies consequences for students who fail to uphold the schools' expected behaviours while representing the school.

School Policies

Southport 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:

- Appropriate use of social media (*Mandated*)
- Assessment Policy
- Attendance Policy
- Complaints Management Policy
- Critical Incidents Management Plan
- E-Scooter, E-Bike Policy
- Homework Policy
- Managing Electronic Devices Policy
- Preventing and Responding to Bullying (*Mandated*)
- Refund Policy
- Reporting Procedures
- Restrictive Practices (*Mandated*)
- Senior School Contract
- Student Code of Conduct
- Student Leadership Policy
- Sun Safety Policy
- Temporary removal of student property (*Mandated*)
- Use of mobile phones and other devices by student (*Mandated*)

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.

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

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

The [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.

The principal or principal's delegate 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 Southport State High School and will be removed if found in a student's possession:

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

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

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

Responsibilities

Southport State High School Staff:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a prohibited or dangerous item (e.g. a knife, aerosol can) 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 and Caregivers of students at Southport 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 Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the principal or principal's delegate that the property is available for collection.

Southport State High School Students:

- 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 Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by school staff that it is available for collection.

Use of mobile phones and other devices by students

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. All state school students must keep their **mobile phones switched off and 'away for the day' during school hours**. In this context, mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

In partnership with the wider school community, Southport State High School has determined that explicit instruction on the responsible use of mobile phones and other devices is a vital aspect of digital literacy. Digital literacy encompasses essential skills required to live, learn, and work in a society where communication and information access is primarily influenced by digital technologies such as mobile phones. However, the advantages provided by these various technologies is easily eclipsed by intentional misuse that harms others or disrupts the learning process. The capability and confidence to safely navigate and utilise these technologies while promoting digital literacy is a shared responsibility among parents, school staff, and students.

At Southport, the 'rule is gate to gate.' Students are expected to put their **phones away on entry through the school gates** and will only be able to access them once they **exit the school gates on their departure**. During the Southport State High School learning day, mobile phones and associated electronic devices must be switched off and out of sight at all times. The rule is in effect while on school grounds or while attending school events between the beginning and end of the learning day unless an exemption has been granted by the Head of School or Principal.

All students are required to ensure their device is **'Away for the day'** and wearable devices are switched to flight mode. Phone calls, messages and other notifications cannot be sent or received during school hours. The aim of this policy is to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

This policy also applies when students are attending school activities, such as **excursions, representative school sport and camps**, unless otherwise determined by the principal. Exceptions to this policy apply to students that have an approved exemption for translation, medical, disability and/ or wellbeing reasons. If an exemption has been granted, students can use their mobile phone or have wearable device notifications enabled during the school day.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school and
- make contact with parents, friends and part-time employers outside the school gates and outside the times of the school day.

Storage of mobile phones

It is expected that students are responsible for their phone while at school:

- out of sight but on their person (e.g. pants or skirt pocket or pencil case) or
- in school bag.

Exemptions

Where individuals face situations that necessitate access to their phone or device, they must apply for an exemption to this policy and submit the form with relevant documentation to the Head of School. Students with an approved exemption are only permitted to use their mobile phone or wearable device for the intended, approved purpose.

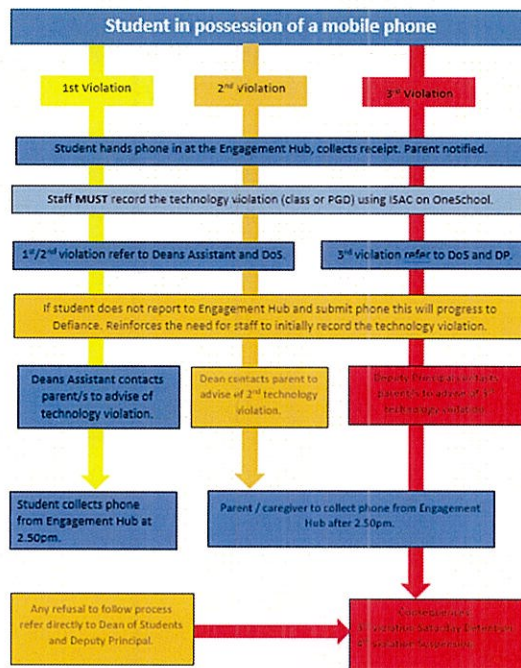
Individual circumstances

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions to the school's implementation approach, including in cases where:

- 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 difficulty,
- 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, and students with English as a second language.

Breach of Policy

Any student found to be breaching the Southport State High Code of Conduct in relation to the use of mobile phone (or associated electronic device) will have the following processes applied:



Note: This process resets every term.

Any student found breaching the Southport State High School Student Code of Conduct in relation to mobile phones (or associated electronic device) will be:

- required to hand it in at the Engagement Hub, where it can be collected at the end of the day.
- if confiscated a second time the student's parent / caregiver will be contacted to collect the mobile phone from school.
- failing to submit a phone as directed is considered non-compliance and a more serious consequence will apply as it impacts on the good order and management of the school.

Students who need access to their device for translation, disability, wellbeing or medical requirements must apply for an exemption supported with relevant documentation. An exemption will be considered by the Head of School or Principal.

Southport State High
INDEPENDENT PUBLIC SCHOOLS

Mobile Phone Use at School- Exemption Application

This form must be submitted and assessed prior to routine use of a mobile phone on school grounds. Please submit this application and supporting medical certificate/documentation to the Engagement Hub, or the email: Principals@southportshs.qld.edu.au for consideration.

SECTION A: Student and parent/caregiver to complete

STUDENT DETAILS:

First Name:	Surname:
Year Level:	Date:

EXEMPTION DETAILS:

Describe the adjustment you are seeking and the reasons for mobile phone use based on medical, wellbeing or learning needs:

Supporting documentation (attach!)

Type of documentation:	Medical Form Attached:
<input type="checkbox"/> Medical certificate <input type="checkbox"/> Psychologist recommendation/letter <input type="checkbox"/> Speech pathologist assessment <input type="checkbox"/> Occupational therapist assessment <input type="checkbox"/> Learning plan <input type="checkbox"/> Other medical (please describe):	<input type="checkbox"/> Yes <input type="checkbox"/> No

Student signature: _____ Date: _____
Parent/caregiver signature: _____ Date: _____

SECTION B: Principal/principal's delegate to complete (Office Use only)

EXEMPTION APPLICATION OUTCOME:

Agreed wellbeing adjustment details/strategies for mobile phone use: _____ Application Approved: Yes No

Principal's signature: _____ Date: _____

MOBILE PHONE EXEMPTION FLOWCHART

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    graph TD
      A[Exemption application received from parent/caregiver in writing to the principal] --> B{Medical evidence in writing is provided with application}
      A --> C{Wellbeing evidence in writing is provided with application}
      B --> D{Principal reviews the request}
      C --> D
      D --> E{YES}
      D --> F{NO}
      E --> G[Parent/caregiver advised of school decision]
      F --> H[Parent/caregiver advised of school decision]
      G --> I[Staff/Deans informed]
      H --> I
      I --> J[Exemption recorded on OneSchool - Support Personnel]
  
```

The use of mobile phones (or associated electronic devices) during school activities outside the school grounds (such as excursion, sport and camps) will be at the discretion of the relevant staff supervising the activity.

Parents/caregivers wishing to urgently contact their children, or vice versa, are required to do so through the school office on 5509 1222 and a message will be relayed to the student.

Students who decide to bring mobile phones or other electronic devices to school do so at their own risk and must take responsibility for keeping these items secure and stored in their bags. The school and its staff will not be liable for any loss or damage, nor will they conduct any investigations regarding such incidents.

Students who want to ensure the safe storage of their mobile phones (or associated electronic devices) at school can submit them to the Engagement Hub. A receipt will be provided, which can be presented when retrieving the device at the end of the day.

NB. This procedure does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) program.

Students must adhere to the stipulations outlined in the Southport State High School Student Code of Conduct when utilising **ICT facilities** and **devices** provided by the school.

All students enrolled at Southport State High School bring a personally owned device to school to assist with their learning as part of the BYOD (Bring Your Own Device) program. These are referred to as Learning Devices with Junior students using iPads and Senior students using laptops or tablets.

Furthermore, it is essential for both students and their parents to:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Responsibilities

The responsibilities for students using mobile phones or other devices at school and outside school, are outlined below; further information on the responsibilities for staff, students and parents is also outlined in the Managing Electronic Devices in School procedure.

Junior Secondary students **must not** use their Learning Device during first or second break.

The exception to this is if they are using their Learning Device (iPad) for learning purposes in the Learning Hub during first or second break.


It is **acceptable** for students at Southport State High School to:

- follow the direction of teachers when using an electronic device and seek approval where they wish to use an electronic device under special circumstances
- use electronic devices safely and responsibly for assigned class work and assignments set by teachers
- develop appropriate literacy, communication and information skills
- author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conduct general research for school activities and projects
- communicate or collaborate with other students, teachers, parents or experts in relation to schoolwork
- access online references such as dictionaries, encyclopedias, etc.
- research and learn through the department's eLearning environment - QLearn
- be courteous and considerate of others when using an electronic device
- respect the rights and confidentiality of others

It is **unacceptable** for students to use a mobile phone or other device from the beginning of the learning day at 8:50am until they exit the school gates at the end of the day:

- in an unlawful manner
- to download, distribute or publish offensive messages or pictures
- to use inappropriate, obscene, inflammatory, racist, discriminatory or derogatory language
- to use language and/or make threats of violence that may amount to bullying and/or harassment, or even stalking
- to insult, harass or attack others or use obscene or abusive language
- to commit plagiarism or violate copyright laws
- to ignore teacher directions in the use of social media, online email and internet chat
- send spam email (junk mail)
- to knowingly download viruses or any other programs capable of breaching the department's network security
- to use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets, playground or classroom
- to invade someone's privacy by recording personal conversations or daily activities, capturing people's images and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- to cheat during exams or assessments
- to take into exams or use during class assessment.

The following link [Advice for state schools on acceptable use of ICT facilities and devices](#) documents the guidelines surrounding the appropriate use of ICT systems and mobile devices in state schools. Below is the school's Technology agreement that is signed at enrolment.



Southport State High School
INDEPENDENT PUBLIC SCHOOLS

Technology Agreement

Student first name	Student surname	Roll mark class

Agreement summary (See next page for full terms and conditions)

This agreement governs the use of Information Communication and Technology (ICT) including computers, laptops, iPads, Bring Your Own (BYO) devices and other facilities and services at the school. The agreement is subject to ongoing updates and the latest version of this document is available on the [school website](#).

Your behaviour will: be safe, lawful and ethical; be courteous and respectful of others; and be conducive to the good order and conduct of the school community. Should this agreement be breached, there will be consequences as per current school policies, including costs to remedy loss or damage and/or restriction of ICT access privileges.

Signing this agreement

This is an agreement between the school, the parent/carer and the student with respect to the use, care and operation of ICT and the return of any school-issued ICT, including recovery of costs incurred for damage or loss.

Damage, accidents and repair costs – school owned devices

The school assumes no responsibility for damage or loss of devices and accessories issued to or used by students. Students and parents are to keep equipment secure at all times. Costs incurred by the school for the repair or replacement of equipment will be charged to the parent/carer.

Damage, accidents and repair costs - BYO and privately owned devices

Parents are responsible for repair costs of BYO devices. See the [BYOD page](#).

Reporting faults, damage, loss or theft

All incidents involving ICT faults, damage, loss or theft must be reported to the relevant Dean in ~~Fixbook~~, as soon as possible after the incident.

Additional information

Visit the [Computers and Technology](#) page for more information. This is under the *Facilities* menu on the website.

Student agreement: I have read and understood this agreement and agree to abide by it at all times.

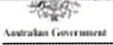

_____ / /
Student signature *Date*

Parent/carer agreement: As the parent/carer of the above student, I have read and understood this agreement and acknowledge that:

- ICT access is intended for educational purposes therefore VPN's and personal hotspots are prohibited.
- A device may be confiscated by the school in order to assist with investigations if it was involved in, or reasonably suspected to have been involved in, a major behavioural incident.
- I believe she/he understands this agreement and I give her/him permission to access ICT as per this agreement.
- It is a school wide expectation that students present to TORO Roll Mark each day with a charged & functioning device. Ideally devices would be 100% charged, stored within a protective case connected to our iDET network (iPAD in Junior, Years 7-9 & Laptop, Years 10-12).

_____ / /
Signature *Parent / Carer full name* *Date*

Office Use Only: Date received: / / Processed by: _____

 Australian Government
 Queensland Government



Preventing and responding to bullying

Southport 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.

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 engage positively with their child's education contribute 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.

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student 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 Southport 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.
- Occurs 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.

Behaviours that do not constitute bullying include:

- single incidents and conflict or fights between equals, whether in person or online
- mutual arguments and disagreements (no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

Minimising Bullying

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- a transition program from primary to high school
- self-esteem, relationship development and anti-bullying programs
- student council promoting positive bystander behaviour
- cross age extra-curricular activities
- Dean of Students working with students from their cohort
- programs responding to areas of need in social or emotional competencies
- using data from the National Safe School Framework survey to inform improvements in practice.

When bullying occurs, what should be done?

By students:

- Initially use appropriate responses to solve the problem (e.g. walk away)
- Seek intervention by reporting bullying to a staff member or parent
- Demonstrate positive bystander behaviour and tell a staff member or parent if they see another student being bullied
- Never ignore the situation.

By parents:

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied

- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a staff member if they are being bullied
- Inform your student's Year Level Dean of Students immediately of any suspected bullying.

By teachers

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable. Listen to the student and ask what you can do to help
- Intervene and monitor
- Record all reported incidents on OneSchool and make a referral to the respective Dean of Students.

Procedures

Stage 1

Initial reports of bullying resolved with assistance of classroom teacher and respective Dean of Students. All details recorded on OneSchool.

Stage 2

Continued bullying referred to respective Deputy Principal. If appropriate, initiate the process of Restorative Justice and place student on a Discipline Improvement Plan (DIP). Both sets of parents/caregivers to be informed and identify role they can play in assisting the resolution.

Stage 3

Bullying continues after parent involvement and the conditions of the DIP have been ignored. This may lead to suspension or a recommendation to exclude the student.

The following flowchart explains the actions Southport 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. The key contact for students and parents to report bullying is the respective Dean of Students or the Deputy Principal on (07) 5509 1222.

Southport State High School Bullying response flowchart

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

*Anticipated
timeframes to
be adopted*

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – TORO Roll Mark teacher, class teacher or respective Dean of Students

First hour
Listen

- 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

Day one
Document

- 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

Day two
Collect

- 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

Day three
Discuss

- 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
- 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

Day four
Implement

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

Day five
Review

- 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

Ongoing
Follow up

- 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

Appropriate use of social media

Australia is implementing a world-first social media ban that will prevent children under 16 from creating accounts on several popular platforms effective December 10, 2025. The Australian government has passed the **Online Safety Amendment (social media Minimum Age) Bill 2024**, which imposes age restrictions for social media platforms. This legislation is designed to safeguard young Australians from potential online harms associated with social media use, including exposure to inappropriate content and social pressures.

The impending ban on social media access for children under 16 in Australia signifies a major transformation in the manner in which young people will engage online. This change necessitates a thoughtful response that prioritises student wellbeing while modifying communication methods and educational practices. As this legislation unfolds, we will comply but also take the opportunity to promote responsible digital citizenship among younger students.

Southport State High School is committed to promoting responsible and positive use of social media sites and apps. Inappropriate online behaviours can have a negative impact on student learning, the reputation and good order and management of Southport State High School regardless of whether this occurs during or outside school hours. Inappropriate online behaviour has the potential to embarrass and affect students, other people and the school for years to come. When managing inappropriate online behaviours or reputation management incidents, the primary concern is the safety and wellbeing of students and staff members involved.

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions based on what you have posted online.
- Be a good role model. If things get heated online consider logging out. Take time to think about the possible consequences. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Take time to think about the content you are about to post. This could save distress, embarrassment, and possible legal action.
- Parents 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.

At Southport State High School, we promote online behaviour that is safe, appropriate and responsible to help prevent cybersafety incidences. Students are taught how to use technology appropriately and responsibly and behave in ways to enhance their own safety. Southport State High School students are expected to engage in the appropriate use of social media.

Specific examples of inappropriate use of social media sites and apps include:

- Cyberbullying including:



- abusive texts and emails
 - hurtful messages, images or videos
 - imitating others online
 - excluding others online
 - humiliating others online.
- Spreading nasty online gossip and chat.
 - Creating fake accounts to trick someone or humiliate them.
 - Sexting and child exploitation material, child pornography and child abuse material.
 - Staff reputation management issues (including filming and being in possession of footage of staff).
 - Other forms of inappropriate online behaviour.
 - Sharing personal information, such as name/nickname, address, phone number, school name and location (including images, photos or other identification factors) without consent.
 - Provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.

Disciplinary Consequences

- I. **Students:** It is important that students, parents, and staff 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; including cyberbullying. If inappropriate online behaviour directly and negatively impacts on the good order and management of Southport State High School, the school may impose disciplinary consequences for that behaviour. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation. Southport State High School will not become involved in cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.
- II. **Parents and other stakeholders:** 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 principal.

Laws relating to inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions prohibiting types of online behaviour. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services.

Potential relevant criminal offences when using a carriage service are:

- to make a threat to kill or to cause serious harm to another person
- to menace, harass or cause offence to another person
- for child pornography material or child abuse material
- to promote methods for suicide or counsel another to commit suicide.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:



- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud - obtaining or dealing with identification information
- criminal defamation.

There are significant penalties for these offences, and it is important to note that in Queensland the minimum age of criminal responsibility is 10 (**Criminal Code Act, Section 29**).

Information for Parents to support Cybersafety

To help keep your child safe when they are online, you can:

- put computers in open spaces within your home
- remind your child that content can be posted instantaneously, the downfall is that they can potentially post something without thinking about the ramifications.
- educate your child about appropriate online behaviour and the need for respectful communication with other internet users
- keep an eye on what your child is doing online (both in the home and on any mobile devices they may have access to e.g. phones, music devices and tablets)
- set clear rules about what sites and activities they are allowed to access
- install software to limit their use and monitor/restrict the sites they visit
- discuss a plan with your child about how to address any cybersafety issues that may arise (make sure they know you will be supportive if they mention anything and that they will not get in trouble)
- encourage them to find someone they feel safe talking to, such as yourself, a relative, a teacher or a trusted adult.

Access **Online awareness: Information for parents and caregivers** (PDF, 5 MB) which provides important information for parents about cybersafety and cyberbullying. It suggests what parents and caregivers could do if their child is the target of, or is responsible for, inappropriate online behaviour.

The **Office of the eSafety Commissioner** also provide a suite of resources, helping Australians to have safer, more positive experiences online. In particular, there is a parent page which provides advice for parents and carers, along with a blogposts page. X

Through the Alannah & Madeline Foundation's **Digitalk** resource, parents can also access resources developed to help children and young people, and the people who care for them to reduce their risk of exposure to online harm and empower them to successfully and safely navigate the digital world.

Student Intervention and Support Services

Southport 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 to or witness bullying have access to a range of internal support staff, identified in the Student Support Network. However, students are also encouraged to support any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff are familiar with the response expectations of reports of bullying and will act quickly to ensure student's concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support implementation of the strategies to assist the student.

Students who engage in bullying behaviours towards others will be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This may include participation in social development programs, referral to mental health services or involvement in 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 include detentions, withdrawal from school events or celebrations, or more serious consequences such as suspension or exclusion from school.

Ethical standards for teachers

If online behaviour raises allegations of suspected corrupt conduct by an employee, please report using iRefer which is the department's online reporting tool and/or email Ethical Standards Unit on ethicalstandards@qed.qld.gov.au. If the online behaviours relate to alleged student harm report the allegations using an SP3 on iRefer. For further information refer to the Allegations against Employees in the Area of Student Protection procedure or contact the department's Ethical Standards Unit for further assistance.

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- you consider the content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL 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.

How do I report incidences of inappropriate social media use?

If it is believed that the inappropriate social media use may impact the good order and management of the school, you are encouraged to report it so that it can be addressed and anyone impacted supported. Reports can be made to the relevant DP, GO, Dean, HOD, Dean of Students or the Principal.

Depending on the nature of the inappropriate social media use it may also be appropriate to report directly to Queensland Police Service.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

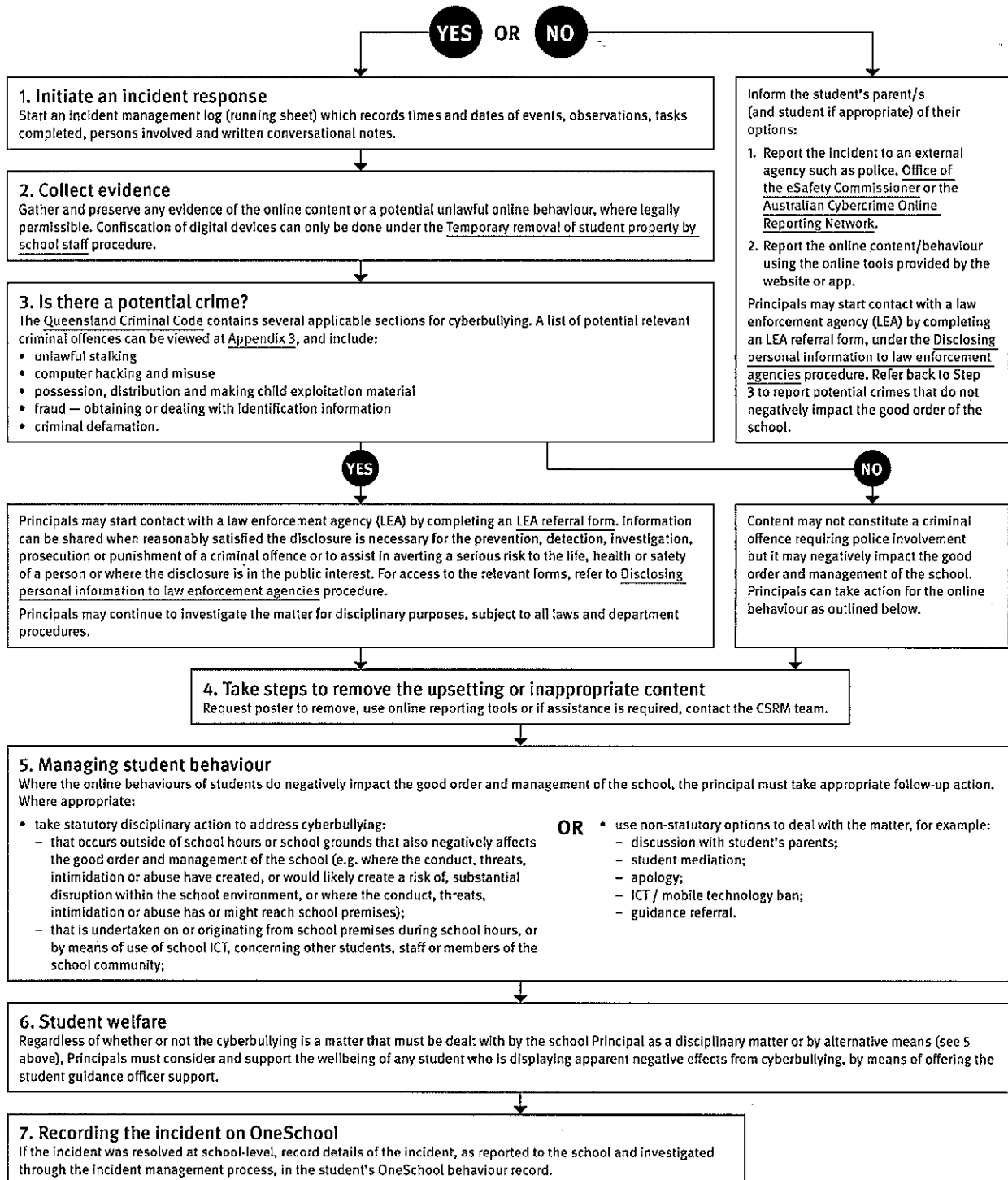
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the [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?



Restrictive Practices

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

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

Critical Incidents

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

A critical incident is defined as an event that may be sudden, urgent, usually unexpected, and generally necessitating immediate action, or it may extend over a longer duration (e.g. in the community, on the road). The aim in these situations is to swiftly and safely manage the student's behaviour. This is not the time to punish or discipline the student; rather, it is a time for crisis management.

Staff are required to follow the documented plan for any student who frequently experiences critical incidents, which should be documented 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, moving into the student's space, touching or grabbing the student, cornering the student, communicating anger and frustration through body language, sudden responses, sarcasm, or becoming defensive.
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 re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint key moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour and learning.

This may include reference to

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

Resources

This section links to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

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

Conclusion

The staff at Southport State High School are committed to ensuring that every student feels safe, welcomed, and valued within our school. Nevertheless, there may be occasions when parents need to voice a concern or lodge a complaint regarding an issue, they believe is negatively impacting their child's education.

All state schools in Queensland are committed to ensuring that all complaints—whether they pertain to a member of the school staff or the operations of the school—are dealt with in a fair and equitable manner. As a parent or caregiver, you have the right to express your dissatisfaction with the services or actions of the Department of Education or its staff, including decisions made or actions taken at the school and/or by the local regional office.

As a complainant, it is your responsibility to

- provide us with a clear understanding of the issue or concern and your preferred resolution
- submit all pertinent information when filing the complaint
- understand that addressing a complaint can take time
- engage in respectful cooperation
- acknowledge that unreasonable, disrespectful, or abusive behaviour will not be accepted
- inform us if something changes, or if you decide to withdraw your complaint.

The Department of Education may refrain from proceeding with your complaint if your behaviour is deemed unreasonable.

In most instances, staff members are informed of complaints lodged against them and are offered the right of reply. Additionally, a complainant also has the right to have a support person present throughout the process. The following three-step method assists parents and school staff in reaching an outcome that serves the best interests of the student:

1. **Early resolution:** address your complaint with the school
The best place to raise any concerns is at the location where the problem or issue originated. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. Complaints may be submitted by phone, in writing, or electronically. Email addresses can be found in the [Schools Directory](#). Complaints can also be filed through QGov.
2. **Internal review:** [contact the local Regional Office](#)
If, after pursuing the early resolution step, you remain dissatisfied with the outcome of your complaint or the manner in which it was addressed, you may [contact the local Regional Office](#) to conduct a review. You need to submit a Request for Internal Review form within 28 days of receiving the outcome of your complaint.
3. **External review:** contact a review authority if you are dissatisfied following the internal review. You may wish to contact a review authority, such as the Queensland Ombudsman, to request an independent external review. Further information regarding external review options can be found at www.ombudsman.qld.gov.au

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

- issues concerning harm, or risk of harm, to a student enrolled in a state school, which must be addressed in accordance with the [Student Protection Procedure](#)
- complaints regarding corrupt conduct, public interest disclosures, or specific decisions made under legislation, which will be handled as specified in the [Excluded complaints factsheet](#)

