



The Summit State School

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

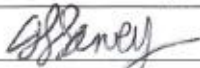
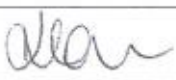
Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	34 Taggart Road, The Summit
Phone:	46 832333
Email:	principal@thesummitss.eq.edu.au
School website address:	https://thesummitss.eq.edu.au/
Contact Person:	Jodie Harvey (Principal)

Endorsement

Principal Name:	Jodie Harvey
Principal Signature:	
Date:	27-08-2025
P&C President Name:	Kellie Calvisi
P&C President Signature:	
Date:	27-08-2025

Contents

Purpose	4
Data Overview	4
Whole School Approach to Behaviour Expectations	5
PBL Expectations	6
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	8
Focussed Teaching	10
Intensive Teaching	10
Responses to Behaviour	11
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	17
Preventing and responding to bullying	19
Appropriate use of social media	25
Restrictive Practices	27
Critical Incidents	28

Purpose

The Summit State School is committed to providing a safe, respectful and supportive learning environment for all students, staff, parents and visitors.

The Summit State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole-school approach to behaviour expectations.

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

Data Overview

At The Summit State School, we access and collate a range of data for all students enrolled at the school. This information is gathered to support effective teaching, monitor student progress, identify individual needs, and ensure the safety and wellbeing of every student.

Records maintained by the school may include:

- **Academic data** – student achievement, assessment results, and progress reports.
- **Support information** – learning support, intervention records, and adjustments for students with additional needs.
- **Contact details** – up-to-date family and emergency contacts.
- **Behaviour data** – records of student behaviour, including positive acknowledgements, behaviour incidents, and support strategies, aligned to our PBL framework.
- **Extra-curricular involvement** – participation in activities such as sport, music, competitions, and community events.
- **Attendance data** – records of absences and patterns of attendance.
- **Specialist support** – reports and recommendations from visiting specialist teachers or allied health professionals.

In addition to individual student data, The Summit State School also collects and reviews broader school-wide information such as the **School Opinion Survey**, which gathers feedback from students, staff, and parents about school climate, engagement, and satisfaction.

The collection and analysis of this data allows us to:

- Personalise learning to meet the needs of each student.
- Provide targeted support and intervention where needed.
- Monitor progress over time and celebrate success.
- Inform school improvement planning and decision-making.
- Strengthen communication and partnerships with families.

All data is collected, stored, and used in accordance with **Queensland Department of Education policies** and relevant privacy legislation.

Whole School Approach to Behaviour Expectations

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

PBL is an evidence-based framework used to:

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

At The Summit State School, we believe behaviour expectations are about more than consequences. They reflect our belief that positive behaviour is an integral part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction on how to meet these expectations, and strive to use behavioural incidents as opportunities to re-teach.

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

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

PBL Expectations

Our staff are committed to providing a high-quality education for every student and believe that all adults in our school community, whether visiting or working, should follow the same four Positive Behaviour for Learning (PBL) expectations we set for students: *We are Respectful, We are Responsible, We are Resilient, and We are Safe.*

Students

Below are examples of how these PBL expectations are demonstrated by students across the school. In addition, each classroom will display its own set of examples to help both students and visitors understand our expectations and uphold the standards we value at The Summit State School.

We Are Respectful

- Be kind and help others.
- Respect others' personal space.
- Respect all property – your own, others', and the school's.
- Listen to the speaker.
- Follow adult instructions promptly.
- Use manners.
- Raise your hand to ask or answer questions in whole group situations.
- Show respectful listening.
- Put rubbish in the right bin.
- Look out for others.
- Take turns.
- Respect our own and others' privacy.

We Are Responsible

- Be in the right place at the right time.
- Use equipment as intended.
- Use the right voice, tone, and words in the right place.
- Respect property.
- Be a ready learner.
- Keep all areas organised and clean.
- Follow agreed rules.
- Go to the toilet before class or during breaks.
- Leave the toilet area clean.
- Knock and wait quietly for an adult.

We Are Safe

- Use equipment as intended.
- Stay in school grounds unless directed by staff.
- Avoid unsafe behaviour.
- Walk carefully around the school.
- Wash hands with soap.

We Are Resilient

- Learn from our experiences.
- Communicate our problems.
- Allow others to learn.
- Accept feedback.

Parents and staff

The tables below explain the PBL expectations for parents when visiting our school and the standards we commit to as staff.

We are Respectful

What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff, students, and other families.	We will ensure positive and respectful behaviours are role-modelled for all students.
You use polite and considerate communication when speaking with school staff and other members of the school community.	We will communicate with you politely, respectfully, and in a timely manner.
You follow school processes for arrival and collection of your child.	We will give clear guidance about designated areas and processes for arrival and collection.

We are Responsible

What we expect to see from you	What you can expect from us
You ensure your child attends school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive, and inclusive environment for every student.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You support your child to meet the learning and behaviour expectations at school.	We will be clear about our learning and behaviour expectations and provide regular feedback about your child's progress.
You read the school newsletter and other information sent home to stay informed.	We will communicate important updates through our electronic newsletter and other agreed communication methods.

We are Resilient

What we expect to see from you	What you can expect from us
You encourage your child to persevere through challenges and celebrate their effort as well as their achievement.	We will acknowledge and celebrate student effort, growth, and achievements.
You take a positive, solution-focused approach to resolving any concerns or complaints.	We will work with you to address concerns quickly, fairly, and respectfully, with a focus on positive outcomes.
You support your child to learn from mistakes and approach setbacks as opportunities for growth.	We will provide students with opportunities to reflect, re-learn, and try again in a supportive environment.

We are Safe

What we expect to see from you	What you can expect from us
You respect school safety procedures and follow all visitor sign-in requirements.	We will maintain secure processes for all visitors to ensure student and staff safety.
You ensure your child is prepared for school with the correct uniform, hat, and any required safety items.	We will provide clear safety guidelines for school activities and ensure supervision of students in all settings.
You speak to staff directly about concerns, avoiding the use of social media to resolve issues.	We will address any safety or wellbeing concerns promptly and appropriately.
You model safe behaviours during school events and activities.	We will actively promote safe behaviour for all students, staff, and visitors in every school setting.

Consideration of Individual Circumstances

Staff at The Summit State School take into account each student's individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment, and care arrangements, when teaching expectations, responding to inappropriate behaviour, or applying a consequence.

In considering these circumstances, we recognise that the way we teach, the support we provide, and the way we respond to students will vary. This reflects our commitment to equity, ensuring every student receives the support they need to be successful. Treating everyone exactly the same is not always fair. Some students may need extra help to understand an expectation, additional opportunities to practise a skill, or a different approach if certain consequences would be inappropriate or ineffective due to complex needs or family circumstances. Our teachers and principal carefully consider these factors when supporting students in both learning and responding to behaviour.

Teachers are also legally obliged to respect and protect the privacy of individual students. While we understand that students, staff, and parents may wish to know what consequence another student has received, we will only discuss such matters with the student's own family. This applies even when the behaviour, such as bullying, involves your child. You can be assured that our staff take all matters, including bullying, seriously and address them appropriately. We expect all members of our school community to respect the privacy of other students and families.

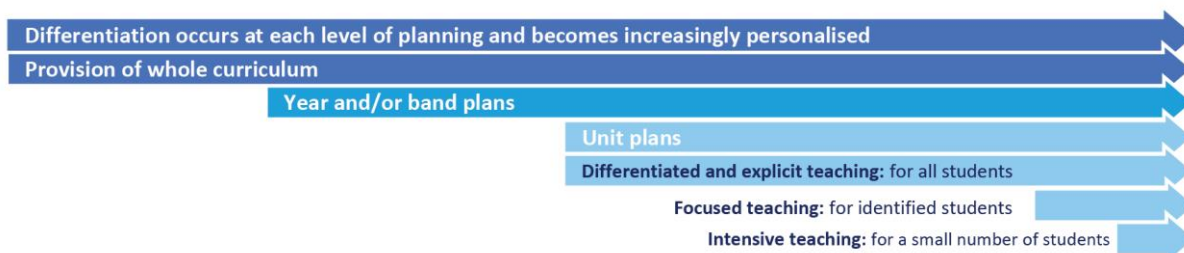
If you have concerns about another student's behaviour, or about how our staff have responded to a behavioural incident, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

The Summit State School provides a safe and supportive learning environment that uses differentiated teaching to respond to the learning needs of all students. This includes explicitly teaching expected behaviours and providing regular opportunities for students to practise them. Teachers reinforce these behaviours through feedback, correction, and further practice opportunities.


Our teachers vary what is taught, how it is taught, and how students can demonstrate their understanding as part of this differentiated approach to behaviour. These decisions are informed by data and daily monitoring of student needs, enabling teachers to plan purposeful and engaging learning experiences. This approach helps students achieve the expected behaviours and demonstrate their learning in ways that best suit their individual strengths and needs.

There are three main layers to differentiation, as shown in the diagram below. This model is consistent with the approach we use for both academic and pedagogical differentiation.



These three layers align directly with the tiered approach outlined in the Learning and Behaviour section. Within our PBL framework, Tier 1 involves differentiated and explicit teaching for all students, Tier 2 focuses on targeted teaching for identified students, and Tier 3 provides intensive, individualised support for a small number of students. Each layer offers progressively more personalised support to meet the needs of learners.

Every classroom at The Summit State School uses the PBL Expectations Matrix as the foundation for developing their classroom behaviour standards. Using this matrix, teachers work with students to clearly define what each expectation looks like, sounds like, and feels like in their classroom. The completed matrix is displayed in every learning space, forms the basis of explicit behaviour teaching throughout the year, and is regularly revisited to address new or emerging needs.

 The Summit State School SCHOOLWIDE EXPECTATIONS MATRIX							
	SCHOOL WIDE	LEARNING AREAS	EATING AREA	PLAY AREAS	TRANSITIONS	TOILETS	OFFICE/ STAFFROOM
WE ARE RESPECTFUL	<ul style="list-style-type: none"> Kind and help others Respect others' personal space Respect all property – yours, <u>others'</u> and schools Listen to the speaker Follow adult instructions promptly Use manners 	<ul style="list-style-type: none"> Raise your hand to ask/answer questions in whole group situations Show respectful listening 	<ul style="list-style-type: none"> Put rubbish in the right bin 	<ul style="list-style-type: none"> Look out for others Take Turns 	<ul style="list-style-type: none"> Listen for the bell Follow adult instructions promptly 	<ul style="list-style-type: none"> Respect ours and others privacy 	
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> Are in the right place at the right time Use equipment as intended Use the right voice, right tone, right place Respect property 	<ul style="list-style-type: none"> Are ready learners Keep all areas organised and clean 	<ul style="list-style-type: none"> Sit to eat wait to be dismissed place lunchboxes away and keep bags tidy 	<ul style="list-style-type: none"> Follow agreed rules Use equipment as intended 	<ul style="list-style-type: none"> Sit and wait for pickup 	<ul style="list-style-type: none"> Go to the toilet before class or during breaks. Leave the toilet area clean 	<ul style="list-style-type: none"> Knock and wait quietly for an adult
WE ARE SAFE	<ul style="list-style-type: none"> Use equipment as intended Stay in school grounds unless directed by staff 		<ul style="list-style-type: none"> Eat our own food 	<ul style="list-style-type: none"> Are sun safe 	<ul style="list-style-type: none"> Walk carefully around the school 	<ul style="list-style-type: none"> Wash hands with soap 	
WE ARE RESILIENT	<ul style="list-style-type: none"> Learn from our experiences Communicate our problems 	<ul style="list-style-type: none"> Allow others to learn Accept feedback 					

Focused Teaching

Approximately 15% of students may require additional support to meet behaviour expectations, even after receiving differentiated and explicit teaching. These students may experience challenges in meeting expectations during certain times of the day or within specific learning areas, and focused teaching is provided to help them succeed.

Focused teaching involves revisiting key behavioural concepts and skills, and using explicit, structured strategies to target specific aspects of a behaviour skill. This approach provides students with additional opportunities to practise, as well as multiple opportunities to achieve the intended learning and demonstrate the expected behaviour.

Support staff, including teachers with specialist expertise in learning, language, or development, work collaboratively with classroom teachers to deliver focused teaching. These lessons are aligned with our PBL Expectations Matrix, and student progress is closely monitored to identify those who:

- no longer require additional support
- require ongoing focused teaching
- require intensive teaching.

At The Summit State School, our evidence-informed skill development programs include Positive Behaviour for Learning (PBL) and Play Is The Way. The school also has a dedicated Student Support Network to arrange and deliver focused teaching for students who need extra assistance to meet expectations.

Intensive Teaching

Research shows that even in a well-functioning school, approximately 5% of students will require intensive teaching to meet behaviour expectations. Intensive teaching involves frequent and explicit instruction, delivered individually or in small groups, to develop mastery of key behavioural concepts, skills, and knowledge.

Some students may need intensive teaching for a short time to develop a specific behaviour skill, while others may require this support over a longer period. Decisions about the approach are based on data collected by teachers and made in consultation with the student's family.

For a small number of students who continue to display complex and challenging behaviours, individualised, function-based behaviour assessments, targeted support plans, and multi-agency collaboration may be implemented. This process addresses the significant barriers to learning and participation faced by students dealing with multiple complex personal challenges.

Students receiving intensive teaching are assigned an individual mentor at The Summit State School. This mentor coordinates the student's program, communicates with stakeholders, and works directly with the student to support their progress.

Responses to Behaviour

The behaviour response model at The Summit State School follows the same differentiated approach we use in the proactive teaching and support of student behaviour expectations.

The majority of students are confident and capable of meeting expectations that are clear, explicitly taught, and practised. Teachers may use in-class corrective feedback, gentle reminders, or small sanctions to address low-level or minor problem behaviours.

Some students require additional support, time, and opportunities to practise expected behaviours. Approximately 15% of students may continue to have difficulty meeting expectations, even with focused teaching and corrective feedback. When repeated low-level behaviours disrupt learning for others, the class teacher may decide to refer the student to the school administration team for a formal response.

A small number of students, approximately 2–5%, require a high level of differentiated support or intensive teaching to consistently meet expectations. This may be needed continuously throughout the school year. The decision for this level of support is made by the principal in consultation with staff and relevant stakeholders. In rare cases, a student's behaviour may be so serious, such as causing harm to another student or staff member, that the principal determines an out-of-school suspension or exclusion is necessary. Such action is generally only taken when the behaviour poses immediate safety risks or no other response is sufficient to address the behaviour.

The differentiated responses to problem behaviour are organised into three tiers, with increasing intensity of support and consequences to address behaviours that endanger others or significantly disrupt learning and school operations.

Differentiated

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

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At The Summit State 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. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from The Summit State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

The Summit State School has tailored behaviour and conduct policies to ensure students, staff, and visitors work together to create and maintain a supportive and safe learning environment. We encourage all members of our school community to be familiar with the responsibilities for students, staff, and visitors outlined in the following policies:

- Temporary Removal of Student Property
- Use of Mobile Phones and Other Devices by Students
- Preventing and Responding to Bullying
- Appropriate Use of Social Media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at The Summit State School and will be removed if found in a student's possession:

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

* No knives 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

State school staff at The Summit State School

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

Parents of students at The Summit State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to The Summit State School 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 state school staff that the property is available for collection.

Students of The Summit State School

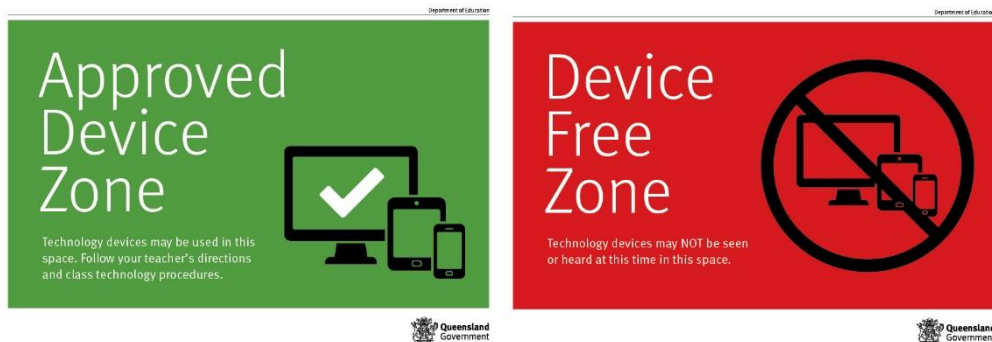
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to The Summit State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, The Summit State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at The Summit State School to:

- use other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at The Summit State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of The Summit State School Student Code of Conduct. In addition students and their parents should:

- 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 teaching and 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.

Preventing and responding to bullying

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

We know student learning is optimised when they feel connected to others and experience safe, trusting relationships. Students who feel secure are more likely to engage actively in their learning and achieve better physical, emotional, social, and academic outcomes. Likewise, teachers who feel valued and supported are more likely to build strong, positive connections with students. Parents who are positively engaged with their child's education contribute to improved student self-esteem, attendance, and behaviour. Enhancing the wellbeing of students and staff creates long-term social, health, and economic benefits for the whole community.

At The Summit State School, the core elements of the **Australian Student Wellbeing Framework** guide our daily practice:

1. **Leadership** – School leaders and staff actively create a positive learning environment where the whole school community feels included, connected, safe, and respected.
2. **Inclusion** – We foster a welcoming school culture that values diversity and builds positive, respectful relationships.
3. **Student Voice** – Students are encouraged to actively participate in their own learning and wellbeing, develop resilience, and practise respectful and safe behaviours.
4. **Partnerships** – We work in partnership with families and the community to support student learning, safety, and wellbeing.
5. **Support** – Students, staff, and families share and develop an understanding of wellbeing and positive behaviour, and how this supports effective teaching and learning.

To prevent and respond to bullying, The Summit State School:

- Explicitly teaches safe, respectful, and inclusive behaviours through **Positive Behaviour for Learning (PBL)** lessons and **Play Is The Way** activities.
- Regularly revisits expectations in classrooms and during whole-school assemblies.
- Provides multiple avenues for students to report concerns, including speaking directly to any staff member or using age-appropriate anonymous reporting tools.
- Responds promptly and respectfully to all reports of bullying, ensuring students and families are informed and supported through the process.
- Uses restorative practices to repair relationships where possible, while ensuring appropriate consequences and supports are in place.
- Engages parents and carers in open communication and works collaboratively to address issues and promote positive solutions.
- Provides targeted social and emotional skill development for students who need additional support to build respectful relationships.

We believe every student has the right to feel safe—physically, socially, and emotionally—at school. All members of our school community share the responsibility for creating an environment where bullying is not tolerated, respectful relationships are the norm, and every student can thrive.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions The Summit State 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. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

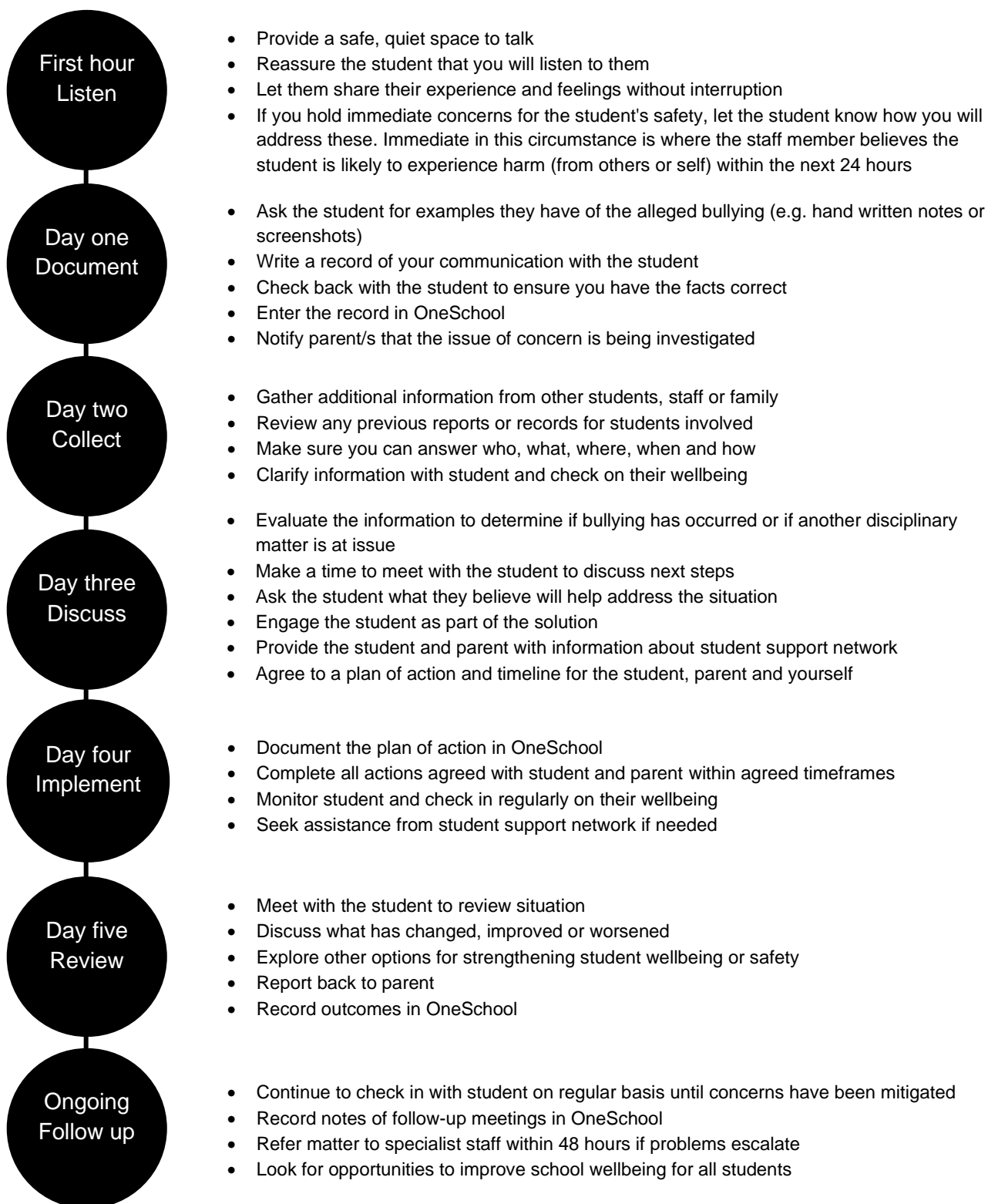
The Summit State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Principal – Mrs Jodie Harvey

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the principal or classroom teacher.

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

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

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

The Summit State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

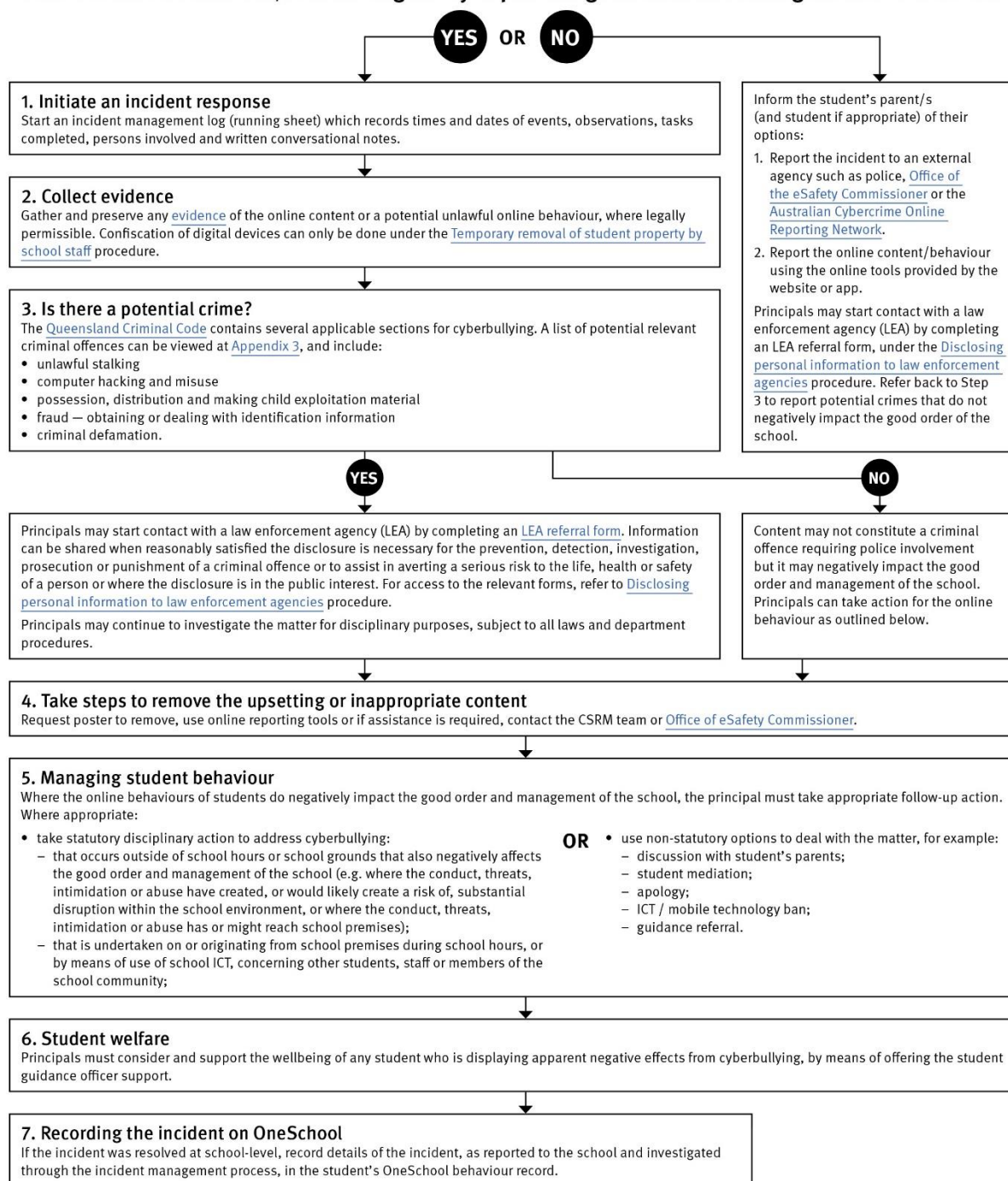
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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