



Mitchelton State High School
Engaging Minds – Connecting Hearts

Student Code of Conduct 2026

Purpose

Mitchelton State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/carers, and visitors.

The Student Code of Conduct outlines the behaviour expectations, rights and responsibilities of students to support a safe, respectful and inclusive learning environment. It explains how positive behaviour is encouraged and how inappropriate behaviour is addressed in a fair and consistent manner.

The Code provides a shared understanding for students, staff and families, ensuring consistent practices across the school and alignment with Department of Education policies and expectations across schools. This consistency promotes fairness, supports student wellbeing, and helps all students succeed.

Contact Information

Postal address:	PO Box 126, Everton Park Qld 4053
Phone:	07 3550 1111
Email:	admin@mitcheltonshs.eq.edu.au
School website address:	https://mitcheltonshs.eq.edu.au
Contact Person:	Carla Pantano (Principal)

Endorsement

Principal Name:	Carla Pantano
Principal Signature:	
Date:	17/09/2026
P/C President and-or School Council Chair Name:	Susan Ritchie
P/C President and-or School Council Chair Signature:	
Date:	17/09/2026

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Principal's Foreword

Introduction

Our school rules and values have been agreed upon and endorsed by all staff, students, P&C and School Council. They are aligned with the values, principles and expected standards outlined in the Department of Education's Policies and Procedures.

The Mitchelton State High School community articulates its mission and values as:

Our Vision

Engaging Minds - Connecting Hearts

Our Motto

'Mens Sana in Corpore Sano - A Sound Mind in a Sound Body'

Our Mission

To Inspire Individual Excellence

Our Values

- Respect
- Engagement
- Achievement
- Lifelong learning

The main operating principles or values of Mitchelton State High School are those which are applied to all aspects of school life and are modelled, monitored and communicated frequently to the whole school community.

All areas of Mitchelton State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs. Our school-wide framework for managing behaviour is 'Positive Culture for Learning'.

Mitchelton State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis, building a positive preventative culture within the whole school that will serve as a foundation for both social and academic success through direct teaching of behaviour expectations, academic and behavioural interventions. **The school's values of Respect, Engagement, Achievement and Lifelong Learning are incorporated in all initiatives of PBL.**

Mitchelton State High School staff take an educative approach to discipline - that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property, and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Mitchelton State High School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As the Mitchelton State High School Parents and Citizens Association (P&C), we proudly support the Mitchelton State High School Student Code of Conduct. This reflects our shared commitment to a safe and inclusive learning environment developed through genuine community consultation. We believe consistent expectations and strong partnerships are vital for student success; we fully endorse the implementation of the code.



Learning and Behaviour Statement

Student Wellbeing and Support Network

Mitchelton State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student.

In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Students can approach any trusted school staff member at Mitchelton State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure that the student is connected to the appropriate representative of the Student Support Network. Parents/carers who would like more information about the student support roles and responsibilities are invited to contact the relevant year level Head of Year in the first instance.

School-based	
Principal	School Chaplain
Deputy Principals	Defence Transition Mentor
Head of Special Education Services	Community Education Councillor
Heads of Department	Youth Support Worker
Guidance Officers	P&C Committee
Head of Years	Ancillary Staff
Special Education Program	Workplace Health and Safety Coordinator
Teachers/Connect Teachers	Director of Studies (High School Preparation Program)
Teacher Aides	International Student Coordinator
School Psychologist	Homestay Coordinator
Administration Staff	

External	
STIP	Headspace
LASER	CYMHS
GGG	Local Council
Positive Learning Centre	Queensland Health
Child Protection and Investigation Unit	Queensland Police Service
Child & Youth Mental Health	Advisory Visiting Teachers
Family and Child Connect	Disability Services Queensland
Jabiru	

Whole School Approach to Discipline

Mitchelton State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This whole-school approach is used in all classrooms and programs offered throughout the school, including sporting activities and excursions. Within our context, locally we call this Positive Culture for Learning (PCL).

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

The development of the Mitchelton State High School Student Code of Conduct is an opportunity to explain the PBL framework to parents/carers and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PCL 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/carer and school staff member.

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

PCL/PBL Expectations

Our staff are committed to providing every student with a high-quality education. We believe all adults who work in or visit our school should model our shared Positive Behaviour for Learning (PBL) values and expectations: Respect, Engagement, Achievement and Lifelong Learning (REAL).

Students

Below are our PBL expectations for students across the school. In addition, each classroom has a specific set of expectations to help students and visitors understand and meet the standards we hold for everyone at Mitchelton State High School.

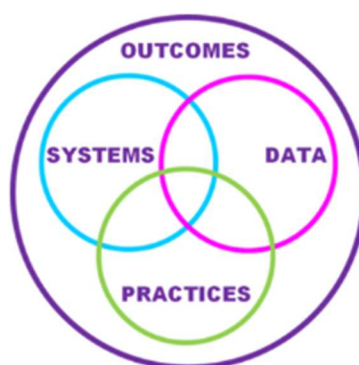
Mitchelton State High School makes systematic efforts to prevent student disengagement from learning by teaching and reinforcing expected behaviours on an ongoing basis, building a positive and inclusive culture within the whole school that will serve as a foundation for social, emotional and academic success through direct teaching of behaviour expectations, and through academic and behavioural interventions. The school's values of Respect, Engagement, Achievement and Lifelong Learning are incorporated in all initiatives of PCL.

Supporting Student Behaviour

Direct teaching of behavioural expectations and academic objectives;
Ongoing reinforcement of expected behaviour;
Consistency of response to behaviour

Academic, social-emotional and behavioural achievements

Supporting Staff Behaviour
Policies and procedures that support all staff to enable the accurate, durable and consistent implementation of the practices that support students



Supporting Decision Making

Information to identify the current status, the needs for change and the effects of interventions:
OneSchool data;
Data collection from staff and students (EBS survey);
Curriculum-based measures e.g. grades, NAPLAN results





Mitchelton State High School

Schoolwide Expectations Matrix

At Mitchelton State High School, we are...

	Respectful	Engaged	Achieving	Lifelong Learners
In our <u>class</u> communities, we...	→ Follow entry and exit routines → Use appropriate language and manners → Follow classroom expectations → Follow reasonable teacher direction without argument → Allow others to learn and teachers to teach → Listen to others' perspectives	→ Arrive to class with all required equipment, including charged laptop → Ensure phones are silent and away → Participate in all learning activities → Work collaboratively in teams during group activities	→ Write down the learning intentions → Contribute to discussions and ask questions → Demonstrate academic integrity → Attempt all classwork set by the teacher → Complete assigned homework and assessment tasks by the due date	→ Attend every lesson → Seek and implement feedback → Review progress and refocus goals → Manage time effectively
In the <u>school</u> community, we...	→ Wear the correct school uniform appropriately → Use school and personal property for its intended purpose → Use appropriate language and manners → Put rubbish in the correct bins → Promote inclusivity through awareness of different perspectives and opinions—be kind, understanding and accepting of difference → Say no to bullying	→ Participate in school activities → Are active bystanders → Follow school procedures → Stay within school boundaries → Report issues to staff proactively → Arrive on time for class → Follow school assessment policy	→ Collect equipment for class before school and at break times → Use breaks for: ○ Toilet ○ Eating ○ Catching up with others ○ Getting ready for next lesson → Return all permission slips and make payments promptly	→ Move to class when the first bell rings → Are mindful of other people nearby → Follow through on commitments → Seek help for ourselves and others → Celebrate the achievements of others
In the <u>local</u> community, we...	→ Speak to others in a calm and polite manner → Respect public and private property → Behave appropriately on public transport	→ Represent the school positively – wear the uniform with pride → Speak positively about MSHS	→ Are kind and helpful to the wider community → Contribute positively to our community → Appreciate opportunities provided	→ Follow all road safety rules → Are compassionate, charitable and pay good deeds forward
In <u>online</u> communities, we...	→ Use full sentences, with a polite greeting, and subject line, when emailing staff → Make positive comments when interacting on social media → Think before you share/send—consider other people's cultural, ethical and personal differences	→ Use class time for school-related online activities → Keep passwords private and updated regularly → Seek IT support during break times → Use EQ networks only	→ Use online class resources to catch up on missed lessons → Use technology to assist and extend learning → Are cyber-safe → Report unwanted, inappropriate or disrespectful use of digital technologies (e.g. cyberbullying)	→ Charge our school laptops at home → Demonstrate self-regulation of device usage → Back up our work regularly and keep it organised → Communicate openly, lawfully and thoughtfully to create a positive online community

MSHS Schoolwide Expectations Matrix. REAL. FINAL. Last amended 03/09/2022

The school, in cooperation with staff and students, has developed clear expectations contained in our behaviour expectations matrix. These expectations are visible around the school in all classroom and non-classroom settings. The matrix can be accessed via the PCL tab on SharePoint.

To encourage and achieve success, Mitchelton State High School has implemented a school-wide reward system for students and staff, our REAL Awards.

REAL Awards are

- Free and frequent,
- Issued in every lesson, during breaks, and activities outside school hours,
- Used to acknowledge and reinforce desired behaviours.

As part of our acknowledgement of students who consistently demonstrate the school values of Respect, Engagement, Achievement and Lifelong Learning, Mitchelton State High School holds a termly PCL Awards Assembly where students receive Awards of varying levels from Bronze to Diamond.

Mitchelton State High School implements the Essential Skills for Classroom Management and Profiling to manage student behaviour in classroom and non-classroom settings. The Minor Misbehaviour matrix outlines strategies and actions for minor behaviour incidents. Major behaviour incidents need to be referred to the relevant Support Manager, HOD, Deputy Principal or Principal as per Major Misbehaviour Matrix. These matrixes can be accessed via the PCL tab on SharePoint.

Consideration of Individual Circumstances

When teaching expectations, responding to inappropriate behaviour, or applying a disciplinary consequence, staff at Mitchelton State High School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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

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

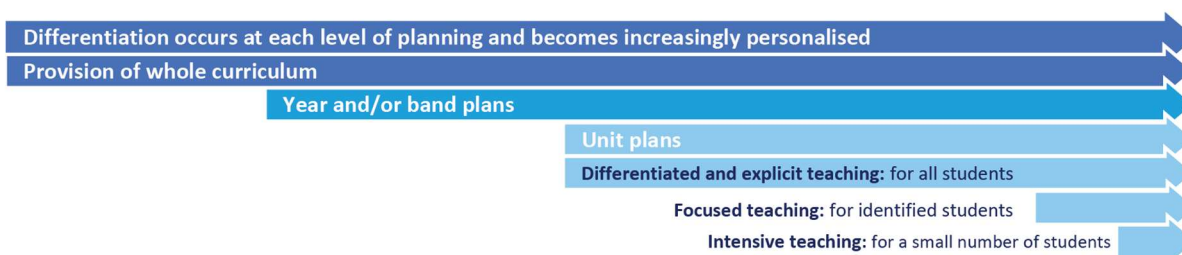
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Differentiated and Explicit Teaching

Mitchelton State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours and provide feedback and correction and opportunities for practise.

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





Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

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

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

Mitchelton State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Deputy Principals.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating several complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Entry & Exit Routines

Classroom Routines

It is crucial that our high expectations are consistent in every classroom. All staff implement the following routines when teaching at Mitchelton State High School:

Entry Routines – Students



1. Arrive on time
2. Bag on racks
3. Get equipment from bags
4. Line up – 2 lines
5. Stand behind chair when entering classroom – where they are welcomed and sit when teacher instructs

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Exit Routines



1. Whiteboard wiped down – teacher or student
2. Review of learning goals
3. Check for understanding
4. All rubbish in bins
5. Stand behind chair – teacher dismisses on or after the bell

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Differentiated

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

- Use of Essential Skills for Classroom Management
 - Establish Expectations
 - Give Instructions
 - Waiting and Scanning
 - Cueing with Parallel Acknowledgment
 - Body Language Encouraging
 - Descriptive Encouraging
 - Selective Attending
 - Verbal and Non-Verbal Redirecting to the Learning
 - Before Giving a Choice and while Giving a Choice
 - Following Through
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g., "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives

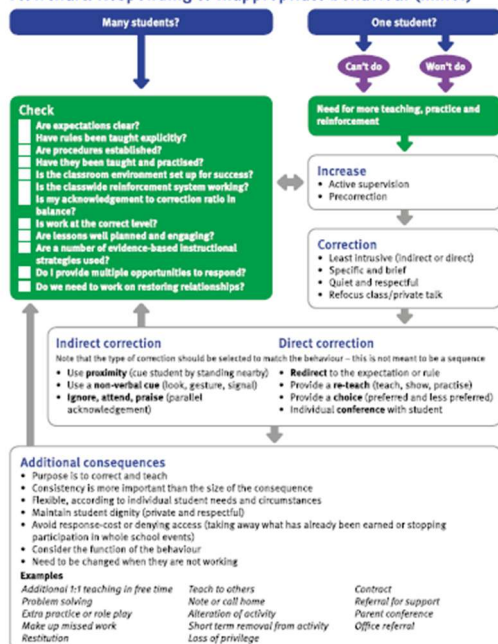
- Reminders of incentives or class goals
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., "Which one do you want to start 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

Focused

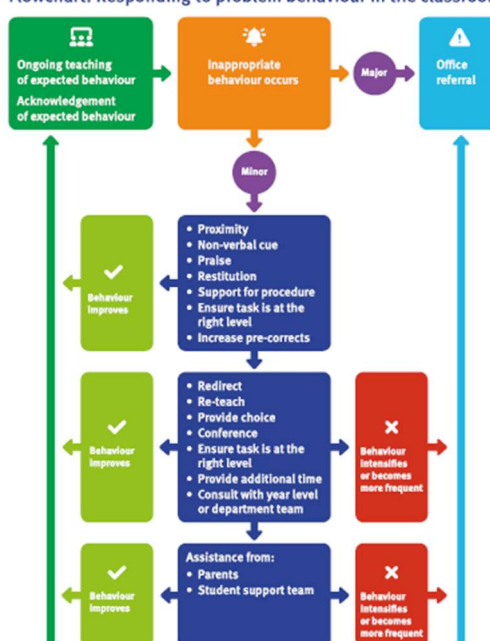
Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour or discipline plan)
- Targeted skills teaching in small group
- 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/carers and external agencies

Flowchart: Responding to inappropriate behaviour (minor)



Flowchart: Responding to problem behaviour in the classroom



Intensive

The school leadership team works in consultation with the 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/carers 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 (a student who 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 or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Legislative Delegations (Optional)

Legislation

- [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 several 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 \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

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 Mitchelton 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/carers 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 Mitchelton State High 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)/carer(s), back to the school. It is not a time to review the student's behaviour or the decision to suspend; the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/carers 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)/carer(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 parents/carers at a later date and time. This meeting should be narrowly focused 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)/carer(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

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

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

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, and 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, and 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 Mitchelton State High School and will be removed if found in a student's possession:

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

* No knives 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 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 Mitchelton State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/carer or calling the police;
- consent from the student or parent/carer 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/carers (e.g., to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/carer 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/carers should be called to make such a determination.

Parents/carers of students at Mitchelton 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 Mitchelton State High 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 Mitchelton State High School:

Do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:

- is prohibited according to the Mitchelton State High 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

As part of our ongoing commitment to creating a safe, respectful and focused learning environment, Mitchelton State High School has adopted a whole school approach to mobile phone and headphone use at school.

Our Phone Policy is part of our school value of 'Engagement', where our school supports students to be connected, present, and engaged in their learning and relationships.

Why This Matters

Mobile phones can distract from learning and limit face to face connection with peers and staff. The Queensland Government has mandated a policy commencing in 2024 that mobile phones and other wearable electronic devices are banned for students in all Queensland schools. The Queensland Government has made it mandatory for all state schools to implement the DoE "Phones Away for the Day" policy. Students using phones during class, breaktimes or transitions without permission are in breach of this directive. Schools are expected to apply consistent consequences when this occurs. Please refer to the departmental policy:

<https://ppr.qed.qld.gov.au/attachment/student-use-of-mobile-devices-procedure.pdf>.

This policy helps ensure that:

- Students are focused on learning.
- Our classrooms are calm and connected.
- There are fewer distractions and more engagement throughout the school day.

Our Expectation: Phones Away for the Day

Mobile phones and headphones must be:

- Out of sight
- Not in use
- 'No cells between the bells' – during all lessons and transitions.

What Parents Can Do

While students in Queensland state schools have their phones away for the day, parents and carers are encouraged to take an active role in supporting their children to have a positive online experience outside of school hours. Resources can be found on the Queensland Government Website.

- Have a discussion at home about this policy and decide if a child really needs their phone at school.
- Parents should insist that they have access to their child's phone to control parental filters, this is a parent right and good parental practice.
- Parents are not to call, message or text their child during school hours. If a parent ever needs to contact a student during the school day, they are able to contact the office, and a message will be forwarded onto the student directly.

Tuckshop: Pay and then Away

Mobile phones may be used for payment within the designated tuckshop zone, under the supervision of staff on PGD.

Exemptions

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

Our Process – 'ONE, TWO – We Work with You, THREE – We Intervene'

We are committed to working with staff, students and families to embed these expectations with fairness and support. See attached our current phone policy flow chart.

ONE, TWO – We Work with You

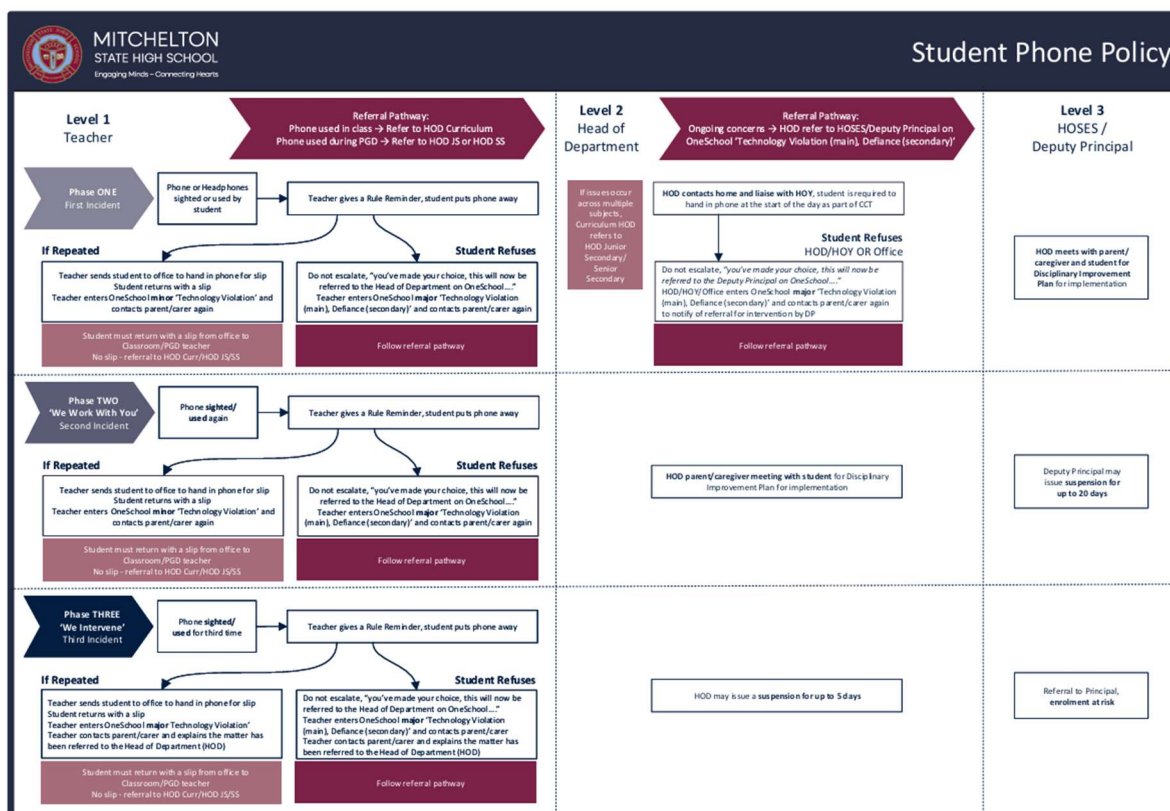
- A teacher gives a rule reminder.
- If repeated, the student is asked to hand in the phone at the office and return with a slip.
- The incident is recorded and parent/carers is contacted.
- If a student refuses to hand into the office, the matter is referred to the relevant Head of Department.

THREE – We Intervene

On a third breach, the matter becomes a major violation and is referred to the Head of Department. Consequences may include a phone collection plan, parent/carers meeting, or if persistent, disciplinary action.

We are committed to working with staff, students and families to embed these expectations with fairness and support. See attached our current phone policy flow chart.

Please note, the school endorses the Trade Training Centre protocols for phone use for learning and engagement in courses.



Preventing and Responding to Bullying

Mitchelton State High School uses 'Bullying-No Way' to promote positive relationship 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 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/carers who are positively engaged with their child's education results in 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.

At Mitchelton State High School there is broad agreement among students, staff and parents/carers that bullying is not the same as conflict. The generally accepted definition of bullying is that it is repeated and ongoing, involves a misuse of power, and involves behaviours that cause significant harm.

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 Mitchelton State High School our staff work to quickly respond to any matters raised of this nature in collaboration with students and parents/carers.

Students are asked to always report bullying to a member of staff as soon as possible when it is seen or experienced. Bullying related to disability, race, age or sex could constitute a breach of the law according to Australian discrimination laws. Behaviour of this nature affecting the school will be considered a serious violation of Mitchelton State High School expectations.

Our school-wide prevention strategies include:

- Universal behaviour support processes through PBL will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying and harassment.
- All students know and understand our four school expectations and values—Respect, Engagement, Achievement and Lifelong Learning—and what it means to be REAL.
- All students are explicitly taught our four values and the behaviours that lie under each of these across a variety of contexts.
- Bullying prevention is embedded across everyday teaching, Connect classes, assemblies, and the consistent modelling of our REAL values and expectations.
 - *Staff build positive relationships, explicitly teach respectful behaviour and help-seeking, actively supervise students and respond early when concerns or changes in behaviour emerge.
 - *Students are encouraged to be active bystanders, report concerns to a trusted adult and contribute to a safe, respectful and inclusive school community.
- All students receive high levels of positive reinforcement for demonstrating expected behaviours.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and positively interacting as they supervise and move through the grounds.

The following flow chart explains the actions Mitchelton State High School staff will take when they receive a report about student bullying, including bullying which may have occurred outside online or outside of the school setting. Please note that the indicative steps will vary depending on the professional judgement of teacher who received the bullying complaint and their assessment of immediate risk to student/s.

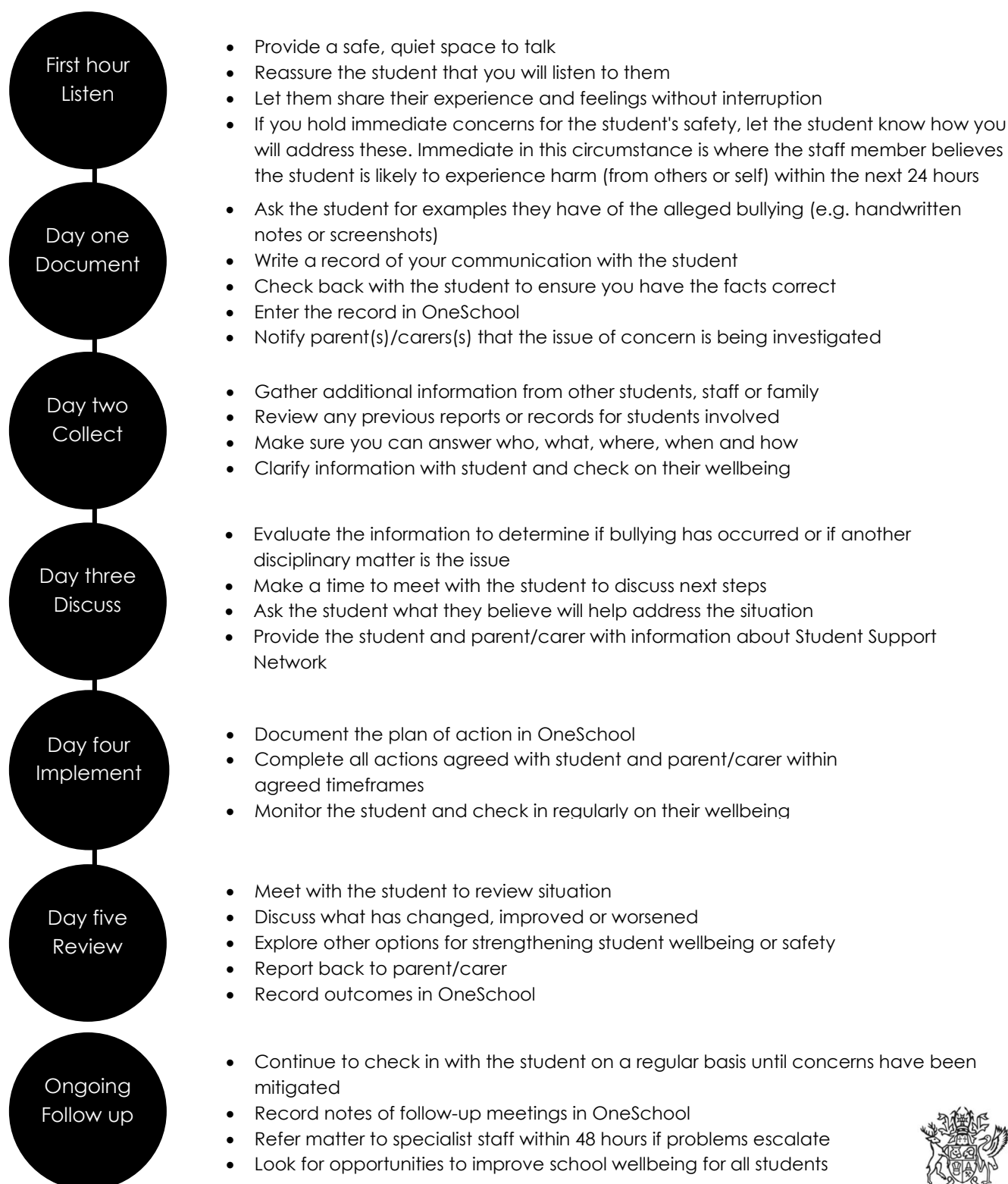
Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Connect Teacher or Head of Year

Deputy Principals, 07 3550 1111



Cyberbullying

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

In the first instance, students or parents/carers who wish to make a report about cyberbullying should approach the Head of Year.

It is important for students, parents/carers 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/carers 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 Mitchelton State High 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/carers 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 relevant Head of Year.

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/carers 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).

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/carers 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 it general and avoid posting anything that could identify individuals.

- In the past, 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/carer 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/carers 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/carers of school notices, the Department prefers that parents/carers 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/carers are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

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

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

Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

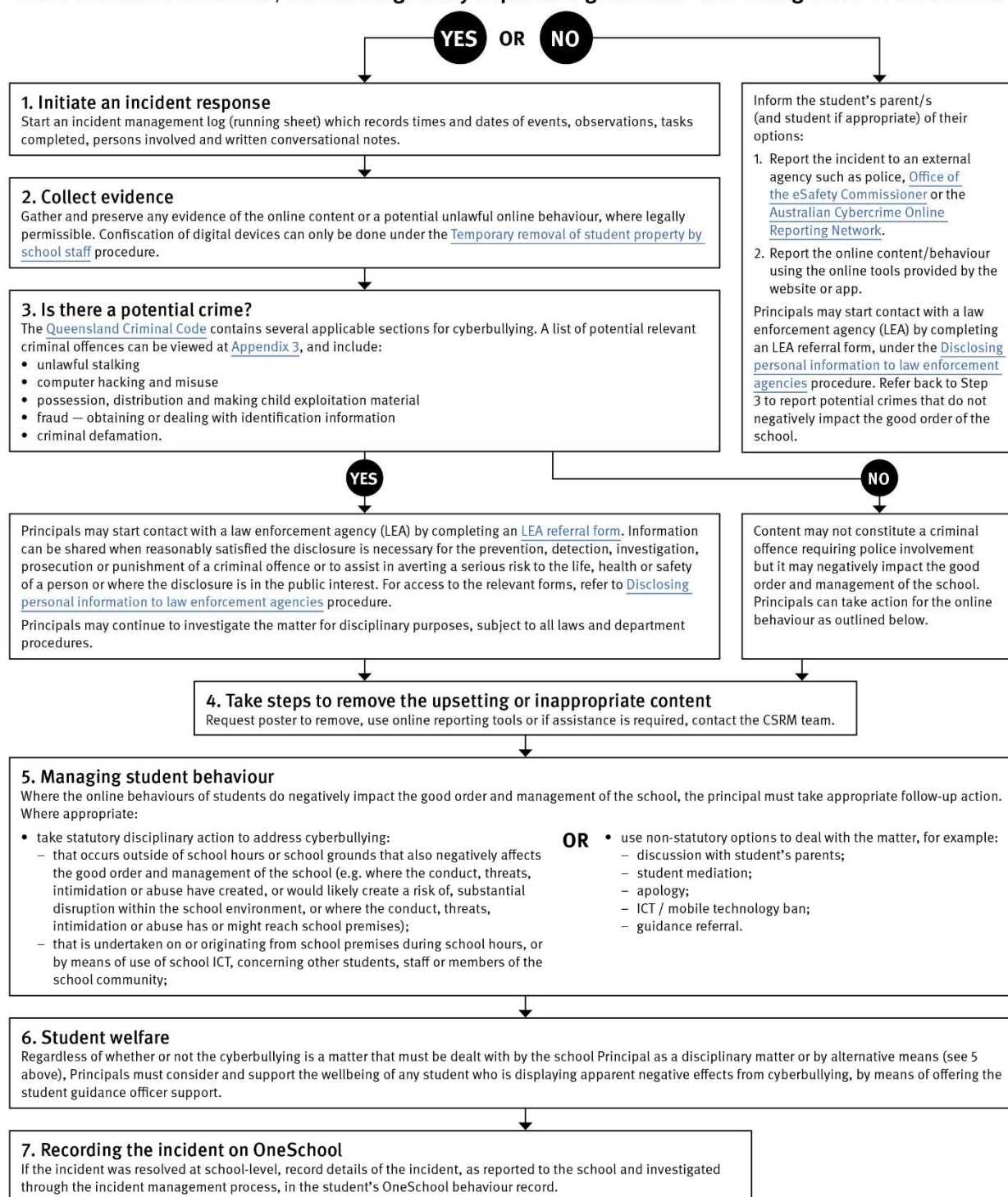
Explicit images

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

Help

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

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 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, and/or 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, and 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.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff at Mitchelton State High School use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. This may include reference to:

- Cancellation of enrolment
- Complex case management
- Customer Complaints Management Policy and Procedure
- Disclosing personal information to law enforcement agencies
- 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
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- 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
- Using mobile devices

Resources

Mitchelton State High School recommends the following resources and supports that may assist staff, students and parents/carers regarding student behaviour or wellbeing.

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

Conclusion

The Student Code of Conduct supports a safe, inclusive and respectful learning environment where all students can engage positively in their education. It outlines the standards of behaviour expected of students and reinforces the school's commitment to wellbeing, learning and positive relationships. The Code of Conduct forms an important part of the school's whole-school approach to support, ensuring that behaviour is understood, taught and responded to through a framework that promotes responsibility, fairness and student success. By working in partnership, students, parents, carers and staff contribute to a positive school culture where every student is supported to learn, grow and thrive.

Parent/carers Complaints and Feedback

The school values feedback and is committed to resolving concerns in a fair, respectful and timely manner. Parents and carers are encouraged to discuss concerns directly with the relevant staff member or school administration as the first step toward resolution.

Where a concern cannot be resolved at the school level, parents and carers may progress their complaint in accordance with the Department of Education's Customer Complaints Management Framework, Policy and Procedure. The framework promotes complaint management that is accessible, responsive, fair and transparent, and provides a clear process for review and resolution. The Department encourages concerns to be addressed as close as possible to the point where they arise and offers pathways for review where parents/carers remain dissatisfied with the outcome.

Further information about making a complaint, including access to the Department's Customer Complaints Management Framework, Policy and Procedure, is available on the Department of Education website.