



Student Code of Conduct

2026-2029

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

Purpose

Redbank Plains State High School is committed to providing a safe, respectful and disciplined learning and teaching environment for students and staff, where students have opportunities to engage in quality educational experiences and acquire values supportive of their lifelong wellbeing.

Our Student Code of Conduct promotes high standards of behaviour and maintains a teaching and learning environment where all students are able to experience success and staff are employed in a safe and fulfilling workplace.

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Contact Person: Ms Aimee Argiro

Endorsement

Principal Name: Ms Aimee Argiro

Principal Signature:

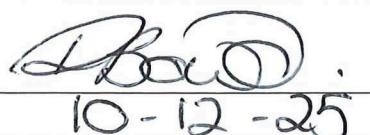


Date:

10.12.2025

**P/C President and-or
School Council Chair** Ms Roz Bowd
Name:

**P/C President and-or
School Council Chair
Signature:**



Date:

10 - 12 - 25

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Principal's Foreword

Introduction

Redbank Plains State High School is a community of inspired, confident and empowered learners. We create rewarding learning opportunities in a safe, respectful environment for all students through Respect, Integrity, Diversity and Unity.

Redbank Plains State High School has adopted the REAL expectations as the means to achieve this vision. The Student Code of Conduct establishes the conditions under which students can:

Respect others, themselves and the environment.

Excel in all their endeavours.

Attend every day and meet their individual commitments.

Learn all the knowledge and skills in the academic and social curriculum to the best of their ability.

The Redbank Plains State High School Student Code of Conduct is based upon the principle that students learn best in a safe and settled environment where the focus of activities is social and academic development. Students are taught the skills of individual empowerment while recognising the collective obligations of members of a community. The code's primary purpose is to ensure student and staff safety, maximise engagement and maintain continuity of learning for all members of the community.

The school follows the principles of restorative justice. Students and staff are treated fairly with opportunity for their voice to be heard. Every effort is made to maintain relationships that support learning and effective communication.

This document outlines the proactive strategies and policies the school uses to develop a safe and supportive learning environment and the differentiated responses used to resolve incidents that affect wellbeing and academic success.

P&C Statement of Support

As president of the Redbank Plains State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Aimee Argiro and her team has ensured that all parents and community have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Redbank Plains State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Redbank Plains State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Redbank Plains State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 42 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Redbank Plains State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Redbank Plains State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captains/Leaders Statement

Students in roles as school captains or leaders can present the student body view of the Student Code of Conduct, the consultation and support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

School Captain Name: Caine Thompson

Date: 27/01/2026

School Captain Signature:



School Captain Name: Reese Burns

Date: 27/01/2026

School Captain Signature:



School Captain Name: Reumel Mora

Date: 27/1/2026

School Captain Signature:



School Captain Name: Regina Amsini

Date:

27/11/2026

School Captain Signature:



Data Overview (Optional)

Data is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Academic data is drawn from OneSchool in addition to positive and negative (major and minor) behaviour referrals. Attendance data is recorded in Compass.

Consultation (Optional)

Consultation groups were established for staff and students to create a draft Student Code of Conduct which was distributed for comment to all members of the school community. This phase of consultation was completed in Term 4 2025, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in Term 4 2025 for endorsement. The P&C Association unanimously endorsed the Redbank Plains State High School Student Code of Conduct for implementation in 2026.

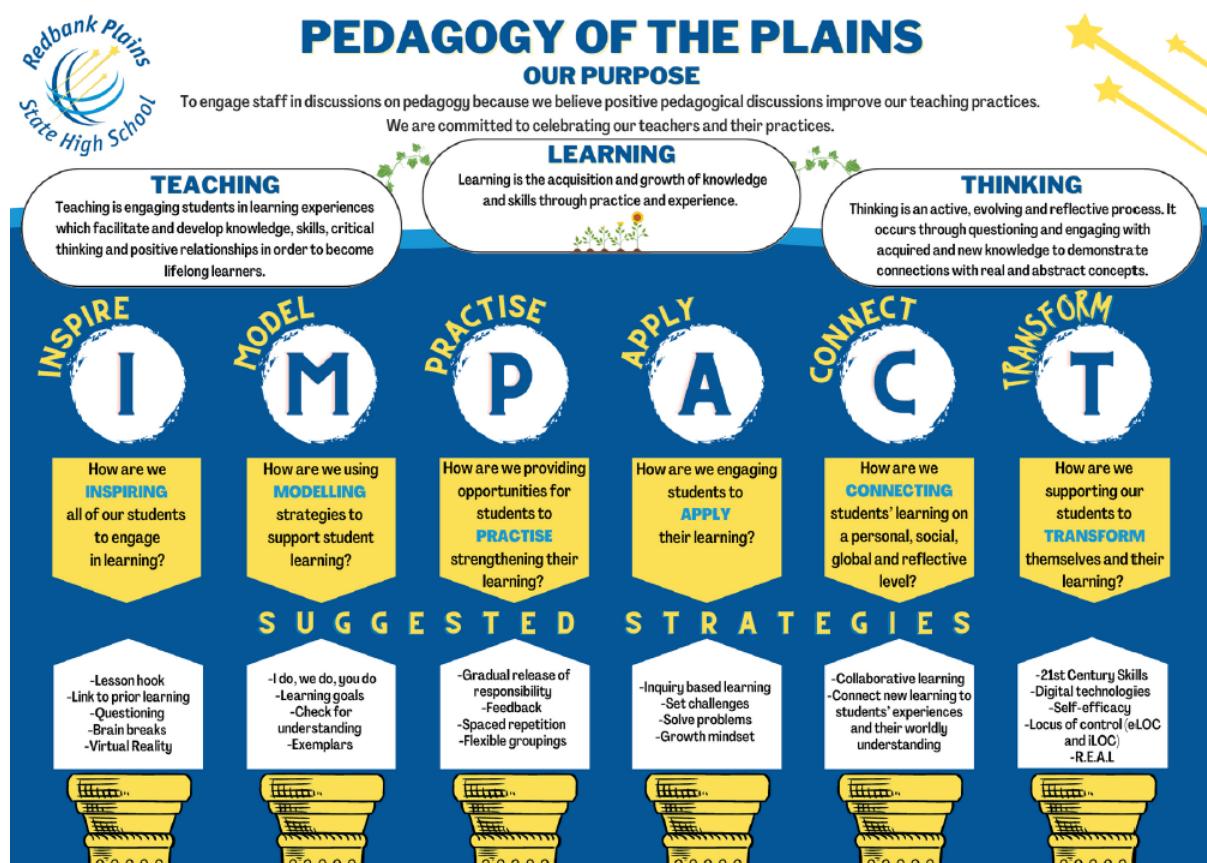
A communication strategy has been developed to support the implementation of the Redbank Plains State High School Student Code of Conduct, including promotion through the school website, the staff Weekly Update, the school newsletter, publication on Compass and the student handbook.

The Redbank Plains State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the school planning, reviewing and reporting cycle.

Learning and Behaviour Statement

All areas of Redbank Plains State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

All areas of Redbank Plains State High School are learning and teaching environments. The Student Code of Conduct is both a tool for valuable social learning and a foundation for maximising student success. At Redbank Plains State High School, teaching and learning is guided by a clear pedagogical framework that ensures every student can succeed. Through the Pedagogy of the Plains and our IMPACT framework (Inspire, Model, Practise, Apply, Connect, Transform), teachers use evidence-informed practices, including high impact teaching strategies and explicit instruction, to make learning clear, accessible, and engaging for all students. These approaches create predictable routines, set high expectations, and foster meaningful learning experiences, ensuring a safe, supportive, and productive learning environment for every student.



The Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, expectations for student behaviour are clear, assisting the Redbank Plains State High School community to create and maintain a positive and productive learning and teaching environment. As a result of this plan all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has chosen the following core school expectations to develop a culture of high standards of responsible behaviour:

Respect others, themselves and the environment.

Excel in all their endeavours.

Attend every day and meet their individual commitments.

Learn all the knowledge and skills in the academic and social curriculum to the best of their ability

Our school expectations have been endorsed by the staff and our school P&C.

Student Wellbeing and Support Network

Redbank Plains State High School has an extensive student support network in place to support the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers and Curriculum Heads of Department, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Access Teacher

Students are enrolled in an access class and attend a 10 minute roll marking at the start of each day. During this time daily notices are read, roll marking is taken and teachers connect with students. In addition to this, there are also lessons where teachers continue to strengthen relationships. It is a time where a planned program involving the development of skills to succeed in life are taught and includes topics such as study skills, time management and wellbeing.

Deans of Students

Support students to follow school expectations and support their wellbeing, ensuring they have every opportunity to succeed at school. The Deans work closely with students, parents/caregivers and school staff to promote positive behaviour choices and a safe learning environment.

Deputy Principals

Have overall responsibility pertaining to specific year levels and maintain a close interest in student achievement, attendance and wellbeing.

Guidance Officers

Support students by providing advice and counselling on educational, vocational, personal, social, family and mental health and well-being issues.

Head of Department, EALD

Plans for and delivers English as a Second Language or Dialect programs and instruction according to student linguistic and cultural needs and stage of schooling.

Heads of Department, Inclusive Learning Team - Junior and Senior

Provides educational support for students who have diverse learning needs.

Community Liaison Officer

Works to ensure that students attend school. This officer helps students and parents/caregivers to develop strategies to maximise school attendance.

African Youth Workers

Provides support to students of African background and their families by mentoring students, liaising between the school and parents/caregivers and organising cultural events.

Community Education Counsellor

Provides support to First Nations students and their families by monitoring student progress and seeking support for academic, social and/or emotional issues.

Pacific Islander Liaison Officer

Provides support to Pacific Islander students and their families by mentoring students, liaising between the school and parents/caregivers and organising cultural events.

Youth Support Coordinator

Provides individual and group support to students to assist in their engagement with education and training. This support is to assist the students to overcome barriers to education.

Psychologist

Use their professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic intervention to support students' mild to moderate concerns, including those related to: - mental health concerns including anxiety and depression - personal relationships - stress - trauma and crisis

School-Based Youth Health Nurse

Provides individual health advice and support on healthy eating, relationships, personal and family problems, sexual health, smoking, alcohol and other drugs.

School Based Chaplain

Provides support by facilitating school based wellbeing programs. The Chaplain assists by providing additional support for at risk students.

Social Worker

Use evidence-based intervention strategies to support young people experiencing challenges with mental health, and social and emotional wellbeing.

Link & Launch Manager

Provides post school options for students who have not transitioned into Employment, Education or Training after completing Year 12. The Link and Launch Manager is there to assist young people to navigate a range of post school options, which include Training, Employment and Post School study. Link and Launch Managers support young people to make independent choices and to support them to a successful transition. Students can access two years post school.

Whole School Approach to Discipline

Positive Behaviour for Learning (PBL) is a whole school process based on teaching positive behaviours to all students and then reinforcing the appearance of these behaviours as they become habits. PBL recognises the relationship between student's academic achievement at school, their social and emotional well being and their behaviour. It is a holistic, evidence based educational approach that has been internationally recognised. It is a tiered approach, with each tier representing a more intense and individualised consideration of support required by the student.

Universal Supports

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Redbank Plains State High School emphasises the importance of directly teaching students the behaviours to be demonstrated at school. Communicating and teaching behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to equip students with the skills to behave in socially appropriate ways, preventing inappropriate behaviour and providing a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of the four schoolwide expectations. The Schoolwide Expectations Teaching Matrix below outlines the agreed rules and specific behavioural expectations in all school settings.

Explicit Teaching of the REAL Expectations

These expectations are communicated to students via a number of strategies and programs including:

- REAL lessons conducted by Access teachers
- reinforcement of learning from behaviour lessons on school assemblies, year level assemblies and during active supervision by staff during classroom and non-classroom activities
- publication in the student handbook, newsletter, website and signage throughout the school
- display of the REAL Classroom Management Process poster in learning areas
- Restorative chats between the student and the teacher which are designed to restore the teacher / student relationship.

REAL BEHAVIOURS

		CLASSROOM	CRC/ASSEMBLY	SCHOOL GROUNDS	CANTEEN	COURTS & OVAL	EXCURSIONS	TO & FROM SCHOOL	IN THE COMMUNITY	VIRTUAL COMMUNITY
Respect	Respect self, others and environment	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Represent the school with pride	Represent the school with pride
		Line up and remove hats before quietly entering class	Mobile phones away for the day	Follow staff directions	Follow staff directions	Follow staff directions	Follow staff directions	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language
		Mobile phones away for the day	Remove hats before entering the CRC	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Keep hands off others and their belongings	Be considerate on public transport	Be considerate on public transport
		Follow staff directions	Follow staff directions	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep the environment clean and tidy	Keep hands off others and their belongings	Keep hands off others and their belongings
		Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy	Be polite to members of the public and wider school community	Keep the environment clean and tidy	Keep the environment clean and tidy
		Keep hands off others and their belongings Respect the teaching	language Keep hands off others and their belongings	Ensure that materials and plants remain in garden areas	Stand with hands by your side for the National Anthem	Be sun safe	Use facilities for their intended purpose			
		Respect the learning of other students	Keep the environment clean and tidy	Use facilities for their intended purpose	Applaud at appropriate times					
		Respect the learning environment and leave the classroom clean and tidy	All performances must have prior approval							
Excel	High performance	100% completion of assessment	Support high performance presented on assembly Appropriately acknowledge all performers	Move promptly along walkways	Make healthy choices	Engage only in school approved activities	Hand in money and permission notes by the due date to the appropriate person	Follow road rules and regulations Make healthy choices	Showcase the school by engaging in outside community activities and events	Be a safe, responsible and ethical online citizen
		Give all classroom, homework and assessment tasks your best effort			Avoid loitering around the canteen	Play games and use equipment appropriately	Represent the school with pride		Appropriately liaise with the business community	Follow the privacy laws and perform with integrity
		Persist and strive to achieve your best					Follow transport rules and regulations		Represent the school in sporting events	Keep up to date with emails and other digital communication
Attend	Be at school all day everyday	100% attendance in class	Sit with your Access class	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time Be punctual	Attend school sanctioned community activities and events	Engage in online activities at the correct time
		Be in the right place at the right time Be punctual	Be in the right place at the right time Be punctual	Be punctual	Stay in the queue in the order you arrived	Be punctual	Be punctual	Be punctual	Be punctual at school sanctioned community activities and events	
		Obtain written permission to leave the classroom	Obtain written permission to leave assembly	During class your written permission must be carried at all times and presented upon request		Engage in activities at the correct time	Engage in activities at the correct time	Engage in activities at the correct time	Be prepared with permission slips from parent/guardian and school	
Learn	Be an active learner	Attend all lessons	Look at and actively listen to the presenters	Stay quiet when using the walkways during class time	Prepare your payment before entering the line	Be organised with all required materials	Fully engage in excursion activities through positive interactions	Be organised with all required materials	Link your learning with the "real world"	Model appropriate behaviour
		Fully engage in classroom activities through positive interactions			Be patient	Be responsible for your activity choices	Be organised with all required materials	Be responsible for your activity choices	Be responsible for your learning outside of school	Report inappropriate, disrespectful or hurtful use of digital technologies
		Be organised with all required materials Be responsible for your learning			Model appropriate behaviour	Engage safely in activities and games	Actively look and listen	Model appropriate behaviour		
							Look for new opportunities and ways of learning			

Reinforcing REAL behaviours

At Redbank Plains State High School, students receive positive affirmation for displaying the REAL behaviours as outlined in the above behaviour matrix. A formal monitoring and recognition system has been developed across all school environments wherever instances of REAL behaviour in students is observed. All staff members are trained to give consistent and appropriate acknowledgement and recognition of these behaviours through verbal affirmation and the PBL rewards points system as well as through the formal channels of scholarships and awards.

All teaching staff have received training in creating class room environments that minimise the likelihood of problem behaviour occurring through the use of Essential Classroom Practices and the IMPACT pedagogical approach.

REAL Classrooms Process

Disruptive behaviour in the classroom is addressed using the REAL Classrooms Management Process (see following page). This includes a restorative justice approach that aims to rebuild teacher and student relationships before a student returns to class after a disruptive behaviour incident.

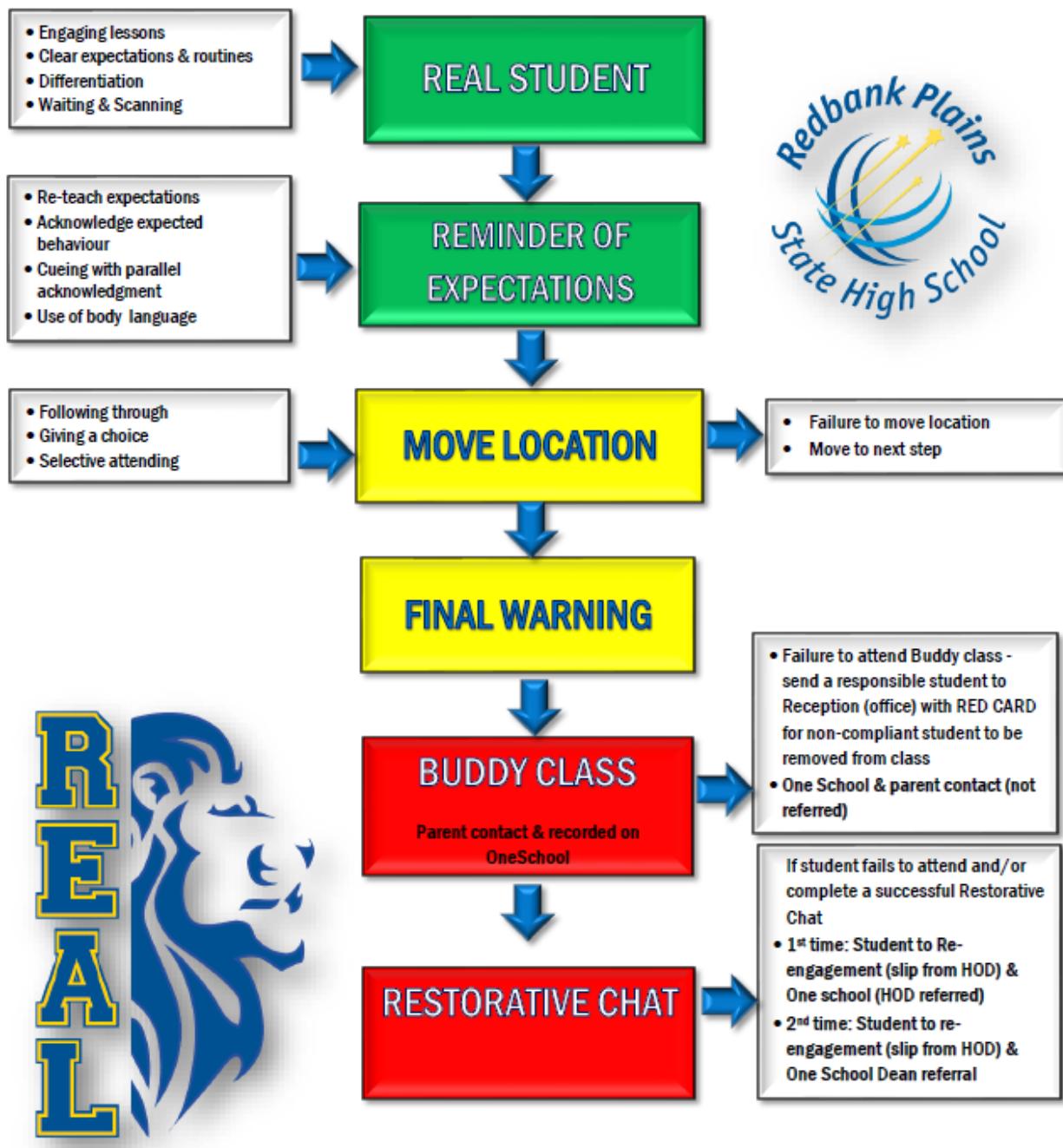
When a student exhibits low-level disruptive behaviour, the first response of school staff members is to remind the student of expected school behaviour, then request they change their behaviour so that it aligns with the school's expectations. The staff members follow the REAL Classroom Management Process which then involves the student to move location. After this a final warning is given. If this still does not change behaviours the student can be sent to Buddy Class. At the buddy class the student completes the REAL Reflection sheet. Before the student can be re-admitted back into the class the student has to have a restorative chat with the teacher to repair the harm. The REAL Reflection sheet assists the student to have the conversation with the teacher.

REAL

CLASSROOMS

REAL CLASSROOM MANAGEMENT PROCESS

to ensure teaching and learning is not disrupted for the continuity of learning for all students



Differentiated and Explicit Teaching

Multi-Tiered Systems of Support

Redbank Plains State High School offers a variety of supports to strengthen students academic, behavioural and social emotional success and wellbeing. All supports and levels listed below are examples only. Any student may be offered a support at any level if it provides the support they require at the time to be successful. Examples of strategies used within the Multi-Tiered Systems of Supports to support students are:

Universal

All Redbank Plains State High School Staff are to provide universal supports to students to ensure that they are being taught and provided with support to engage in their learning to the best of their potential. Examples of whole school universal supports include:

- Access teachers providing oversight of wholistic student progress
- Use of Essential Skills for Classroom Management, a package outlining 'the minimum standards required for effective classroom management' (Better Behaviour Better Learning Essential Skills for Classroom Management 2007 p1)
- Implementation of PBL processes including the schools REAL Classroom Management Flow Chart, and the 'buddy class' process (RPSHS Student Code of Conduct)
- Use of IMPACT, Redbank Plains State High Schools pedagogical framework
- Whole school attendance processes for approved and unapproved absences

These strategies enable the teacher to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

• Classroom Teachers	• Reporting	• Data Review	• Senior and Junior Curriculum
• IMPACT – Pedagogical approach	• Parent Teacher interviews	• Year 10 Academic choice/pathways	• Senior Study room
• Homework club	• Parental contact home	• SET Plans	• UQ presentations
• Positive Behaviour for Learning	• Restorative conversations	• Seating plans	• Uniform exchange
• ESCM's	• REAL classroom management processes	• Breakfast club	• Access lessons
• PBL (Compass) points	• Student Code of Conduct	• Assemblies	• Induction programs
• Link and Launch	• Careers program	• Respectful relationships education	• House Spirit
• Cohort presentations eg QPS, RACQ	• Whole school wellbeing curriculum plan	• Co-constructed classroom expectations	

Differentiated

Differentiated support can be provided by classroom teachers or support staff without the need for case management. If staff require support to assist students at this level, please consult with your Curriculum HODs and/or Dean of Students.

• In class TA support	• Pedagogy practices eg chunking new information, giving take up time, checking for understanding	• Extra scaffolding	• HOD check-in
• Supported classes T & K	• Classroom management check-in	• Assessment options (recorded oral presentations, knowledge interview)	• Sirius classes
• Extra time	• Check in/out processes	• REAL monitoring cards	• Lunch time clubs
• Fidget toys			• Invitation only areas
• Buddy class			• Contacts home (positive and negative)
• One off Dean/Support staff follow up			

Targeted

Some students may require additional support to address academic, attendance or social/emotional concerns. In these instances, the classroom teacher refers the student to the appropriate Dean of Students who will consider the supports available to the student and take this to MTSS/Case Management meeting for review.

Some, but not all, of these students may be case managed. Case managed students will have a Case Manager allocated to oversee and co-ordinate their supports.

• QATSIF	• Young Achievers programs	• EALD classes	• Headstart
• Rescue Packages	• Numeracy short course	• Allied health services (OT/Speech)	• Fast track courses
• USQ prep	• Literacy short course	• University prep courses	• FIT classes
• ABCN Programs	• Speech Language Pathologist	• External agency programs and supports Eg ARTIE, Beyond Broncos	• Psychologist support
• Dean Access class	• Return from suspension	• Timeout cards	• Social Worker support
• Re-engagement Centre	• Support programs Eg RAGE, Rock and Water, Traction, Deadly Choices, SISSY	• YSC Support	• Liaison officer support
• Short term GO support	• SSO support	• Excluded student transition support	• LEEP
• Flexible timetables			• Nurse support
• QATSIF			• Rainbow club support
			• GO club for OOHC support

Intensive

Research evidence suggests that even at an effective, well-functioning school there will always be approximately 5% of students who require intensive support. Students who are receiving support at an Intensive level will be case managed.

Students receiving this level of support will receive documented Case Management Support and have a Case Manager allocated to oversee and co-ordinate their supports.

• QCIA	• ICPs	• Cancellation process	• TPO officer
• Flexible Timetables	• Show cause for enrolment interview	• Withdrawal classes	• Stakeholder meetings
• ISBP & FBAs	• Regional Referrals	• GO long term support	• ESPs
• Safety Plans		• Allied health services	

Consideration of Individual Circumstances

Staff at Redbank Plains State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. 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 inclusion, where every student is given the support they need when they need it. Staff are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences other student might have received, we will not disclose or discuss this information with anyone outside the student's family. We expect that parents and students will respect the privacy of other students and families.

Legislative Delegations

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

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

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



Department of Education
Redbank Plains State High School

Instrument of Authorisation

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

I, Aimee Argiro, Principal of Redbank Plains State High School, **authorise** the persons who are from time to time the holders of the position of Associate Principal, Deputy Principal or Dean of Students at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

An Associate Principal, Deputy Principal or Dean of Students who tells a student of my decision to suspend that student, acts in my name.

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

Aimee Argiro

DATE

Redbank Plains State High School

QUEENSLAND DEPARTMENT OF EDUCATION



Department of Education
Redbank Plains State High School

Instrument of Authorisation

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

I, Aimee Argiro, Principal of Redbank Plains State High School, **authorise** the persons who are from time to time the holders of the position of Associate Principal or Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Associate Principal or Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

An Associate Principal or Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when an Associate Principal or Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when an Associate Principal or Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Aimee Argiro

DATE

Redbank Plains State High School

QUEENSLAND DEPARTMENT OF EDUCATION

Disciplinary Consequences

Consequences for unacceptable behaviour

Redbank Plains State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are consistent with the principles of natural justice. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major problem behaviour incidents are recorded on OneSchool.

Minor and Major Behaviours

Minor behaviours are those that are minor breaches of the school rules and are generally dealt with by the classroom teacher. Repeated breaches of similar behaviour will be referred for further action.

Major behaviours are those that significantly violate the rights of others to learn and be safe. Major behaviours are referred directly to the Heads of Department and Deans.

Definition of Consequences

Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention may be held during either lunch break or after school (parent will be contacted to notify of after school detention).
Temporary Removal of Property	A principal or staff member of Redbank Plains State High School has the power to temporarily remove property from a student, as per departmental procedure
School Disciplinary Absences (SDA)*	
Suspension	Suspension is a serious disciplinary consequence applied to address inappropriate behaviour. If a student is suspended, it means that they are required to stay away from school for a set period of time. A short suspension is from 1-10 days and is not appealable. A long suspension is from 11-20 days with the entitlement to appeal. Suspensions may be issued on the following ground/s: <ol style="list-style-type: none">DisobedienceMisbehaviourconduct that adversely affects, or is likely to adversely affect other students enrolled at the schoolconduct that adversely affects, or is likely to adversely affect the good order and management of the schoolthe student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000)the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending

Exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> a. persistent disobedience b. misbehaviour c. conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that: d. adversely affects, or is likely to adversely affect other students enrolled at the school e. adversely affects, or is likely to adversely affect the good order and management of the school f. the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school g. the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.
Cancellation of enrolment	<p>The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.</p>

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Audio or visual recording of staff or other students (unauthorised)	<ul style="list-style-type: none"> • referral to Re-engagement Centre • suspension • recommendation for exclusion
Being in possession of, using, or under the influence of an illegal drug or in possession of an implement at school or on way to or from school	<ul style="list-style-type: none"> • suspension • recommendation for exclusion
Being in possession of, using, or under the influence of alcohol at school or on way to or from school	<ul style="list-style-type: none"> • suspension • recommendation for exclusion
Breaking the school's uniform policy/procedures	<ul style="list-style-type: none"> • detention • parent contact • temporary removal of property
Cheating	<ul style="list-style-type: none"> • parent contact • resubmission • loss of credit for that piece/assessment • suspension

Classroom misconduct	<ul style="list-style-type: none"> • buddy class • detention • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion
Failure to complete a detention	<ul style="list-style-type: none"> • parent contact • additional detention • referral to Re-engagement Centre • suspension
Failure to complete set assignments	<ul style="list-style-type: none"> • detention • parent contact • removal from extracurricular activities • referral to Re-engagement Centre • loss of credit on Senior Certificate • cancellation of enrolment
Failure to follow the reasonable direction of a staff member	<ul style="list-style-type: none"> • buddy class • detention/after school detention • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion
Fraudulent misconduct	<ul style="list-style-type: none"> • detention • parent contact • referral to Head of Department • suspension • recommendation for exclusion
Having a dangerous item which could be used as a weapon (including laser lights)	<ul style="list-style-type: none"> • confiscation of item • suspension • recommendation for exclusion
Having offensive or inappropriate items at school (items may include, but not limited to: aerosol cans, beanies, bandannas, permanent markers, water balloons, toy guns)	<ul style="list-style-type: none"> • confiscation of item • parent contact • suspension • recommendation for exclusion
Knowingly entering out of bounds areas	<ul style="list-style-type: none"> • caution • detention • suspension • recommendation for exclusion
Late arrival at school or class without legitimate reason	<ul style="list-style-type: none"> • detention • parent contact • suspension • cancellation of enrolment
Littering	<ul style="list-style-type: none"> • community service • detention • parents contacted • suspension

Misconduct in Re-engagement Centre	<ul style="list-style-type: none"> extension of time in Re-engagement Centre suspension recommendation for exclusion
Misconduct in the public domain	<ul style="list-style-type: none"> parent contact detention suspension recommendation for exclusion
Misconduct of an inappropriate sexual nature	<ul style="list-style-type: none"> parent contact suspension recommendation for exclusion
Misconduct on a school bus	<ul style="list-style-type: none"> bus company action – refer to bus code of conduct suspension recommendation for exclusion
Misconduct involving electronic devices	<ul style="list-style-type: none"> confiscation parent contact detention suspension recommendation for exclusion
Misuse of Internet or School Network	<ul style="list-style-type: none"> parent contact withdrawal of network privileges suspension recommendation for exclusion
Misuse of school facilities	<ul style="list-style-type: none"> parent contact detention suspension recommendation for exclusion
Misuse of Social Media including defamation of staff or school	<ul style="list-style-type: none"> parent contact detention suspension recommendation for exclusion
Offensive or threatening language towards another student or staff member	<ul style="list-style-type: none"> detention parent contact suspension recommendation for exclusion
Physical misconduct towards another student or staff member	<ul style="list-style-type: none"> detention suspension recommendation for exclusion
Property misconduct: eg. vandalism, theft, wilful damage, etc	<ul style="list-style-type: none"> detention community service parent contact restitution suspension recommendation for exclusion
Selling illegal substances	<ul style="list-style-type: none"> recommendation for exclusion

Smoking, including vaping, or possession of implements for smoking at school or on the way to school/school related activity	<ul style="list-style-type: none"> • suspension • recommendation for exclusion
Students acting as lookouts while a behaviour breach is occurring	<ul style="list-style-type: none"> • detention • suspension • recommendation for exclusion
Truancy	<ul style="list-style-type: none"> • parent contact • detention • cancellation of enrolment
Verbal or nonverbal abuse of another student, parent or staff member	<ul style="list-style-type: none"> • detention • parent contact • suspension • recommendation for exclusion

Re-entry following suspension

Students who are suspended from Redbank Plains State High School will usually be required to attend a re-entry meeting with their caregivers, prior to their return to classes. The main purpose of this meeting is to ensure a positive transition back to school. This is not an opportunity for parents to justify the student's behaviour or question 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 establish the conditions for a successful return to school and improve home-school communication.

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 Redbank Plains 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, metal pipes chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco and vapes)
- 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

Staff at Redbank Plains 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 in certain circumstances remove student property without the consent of parents/carers or students, including property such as bags and prohibited items, including (but not limited to) mobile phones, knives, drugs (including tobacco), alcohol, aerosol deodorants or cans, or e-cigarettes
- 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 Redbank Plains State High 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 Redbank Plains 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 Redbank Plains 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 Redbank Plains 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

All devices are brought to school at students' own risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device.

Mobile Phones, Headphone and Smartwatches – off and away for the day

The department of Education has an 'away for the day' policy (July 2023) and after careful consideration with staff and the P&C, our school has decided to implement the following approach:

- Mobile phones, headphones and smartwatches are to be switched off and put away from the time of the first bell until students have exited the final class of the day
- The only exceptions to this policy are when a teacher grants permission for supervised curriculum-related purposes, or when a student has an approved exemption for a support provision. Exemptions may be granted in extenuating circumstances, by DPs/HODs/GOs, such as when a mobile device is required as a medical aid (e.g., for a student with diabetes).
- Consequences for violations – students found using a mobile phone, headphones or smartwatches during the school day will be required to surrender them to the student office. For the first violation, in any given Semester, students can collect the item at the end of the school day. Subsequent violations will require parent collection of the item. Continued non-compliance will result in an escalation of consequences.
- All canteen purchases will require cash or a physical debit card
- During approved usage times, it is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone or another electronic device
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilet blocks.
- Students are not to photograph or film other individuals without their consent or send harassing or threatening messages or upload images without the consent of the individuals
- Disciplinary action will be taken against any student who is caught using a mobile phone or other device to cheat in examinations or assessments.
 - This policy also applies to students during excursions, camps and extra-curricular activities.

Laptop Device policy

- All students are expected to bring their learning device to school each day – fully charged
- Students are responsible for their devices at all times
- Any theft, damage or misuse will be solely the responsibility of the student as per the school's BYOx Policy
- Students must use their device in accordance with the [Network and Internet Acceptable Use Policy – Acceptable Usage for Redbank Plains State High School](#)
- Students must follow teachers' directions as to the appropriate use of their devices during class time
- Devices should be charged overnight at home, though some charging stations are available in the library during breaks
- For added security, school lockers for laptops only are available

Further information is available in the [Student BYOx Charter](#)

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. This is facilitated by:

- Students and staff training in the use of *Stymie* to report bullying
- Student participation in timetabled REAL classes and Access classes that focus on School Priorities and Student Wellbeing
- Staff Professional Development in Positive Behaviour for Learning (PBL)

Parents 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.

This is facilitated by:

- Parent/teacher evenings
- Community evenings

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, some of these conflicts are still considered serious and need to be addressed and resolved. At Redbank Plains State High 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 Redbank Plains State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes will vary depending on the professional judgement of the teacher.

judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

All bullying issues that are against the law, can be reported to the police as well the school. Any concerns about bullying at Rebank Plains State High School should be directed to the appropriate Dean of Students.

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

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.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying
Year 7- Year 12 – Dean of Students



Appropriate use of social media

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](#).

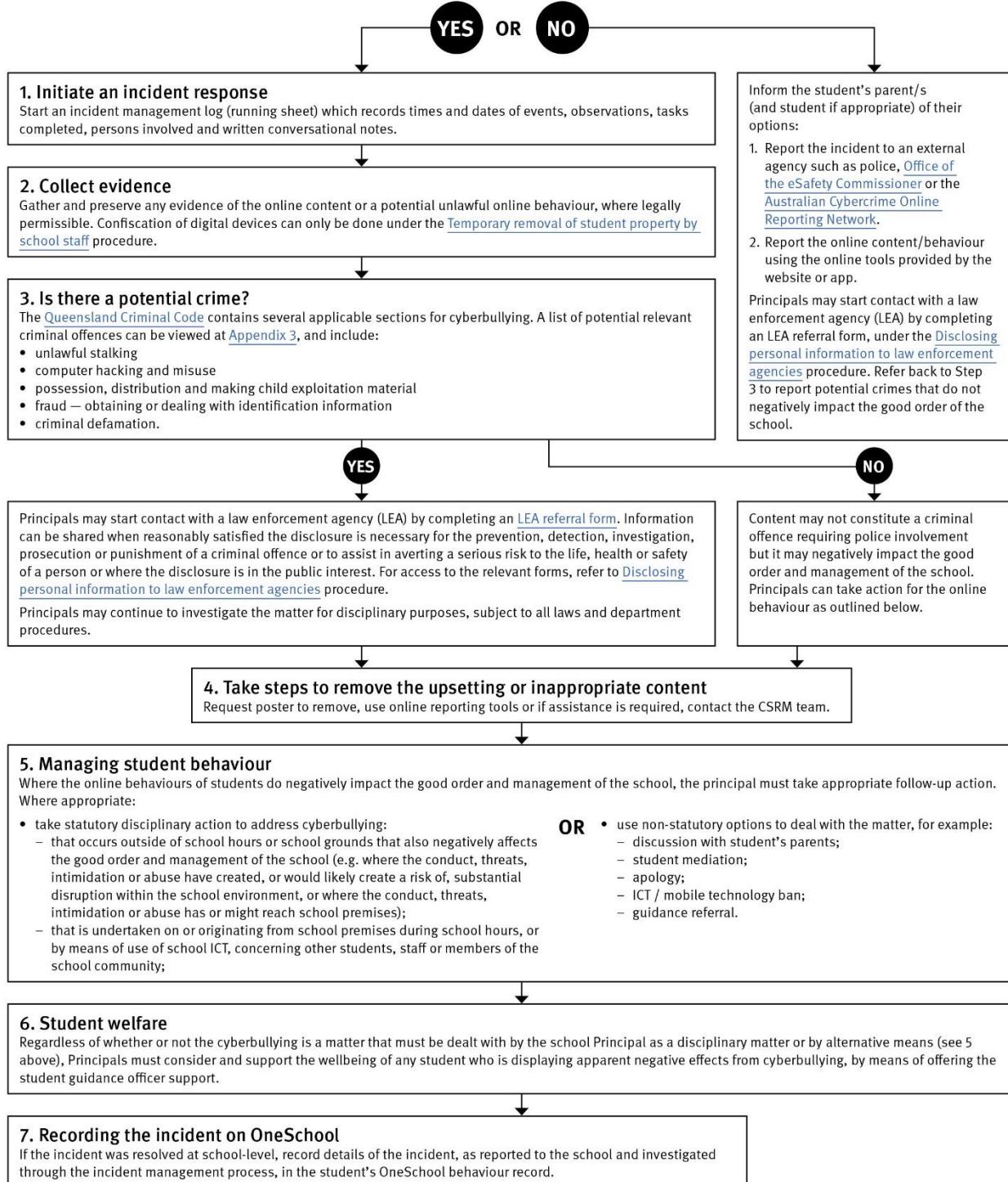
Explicit images

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 (CSR) 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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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.

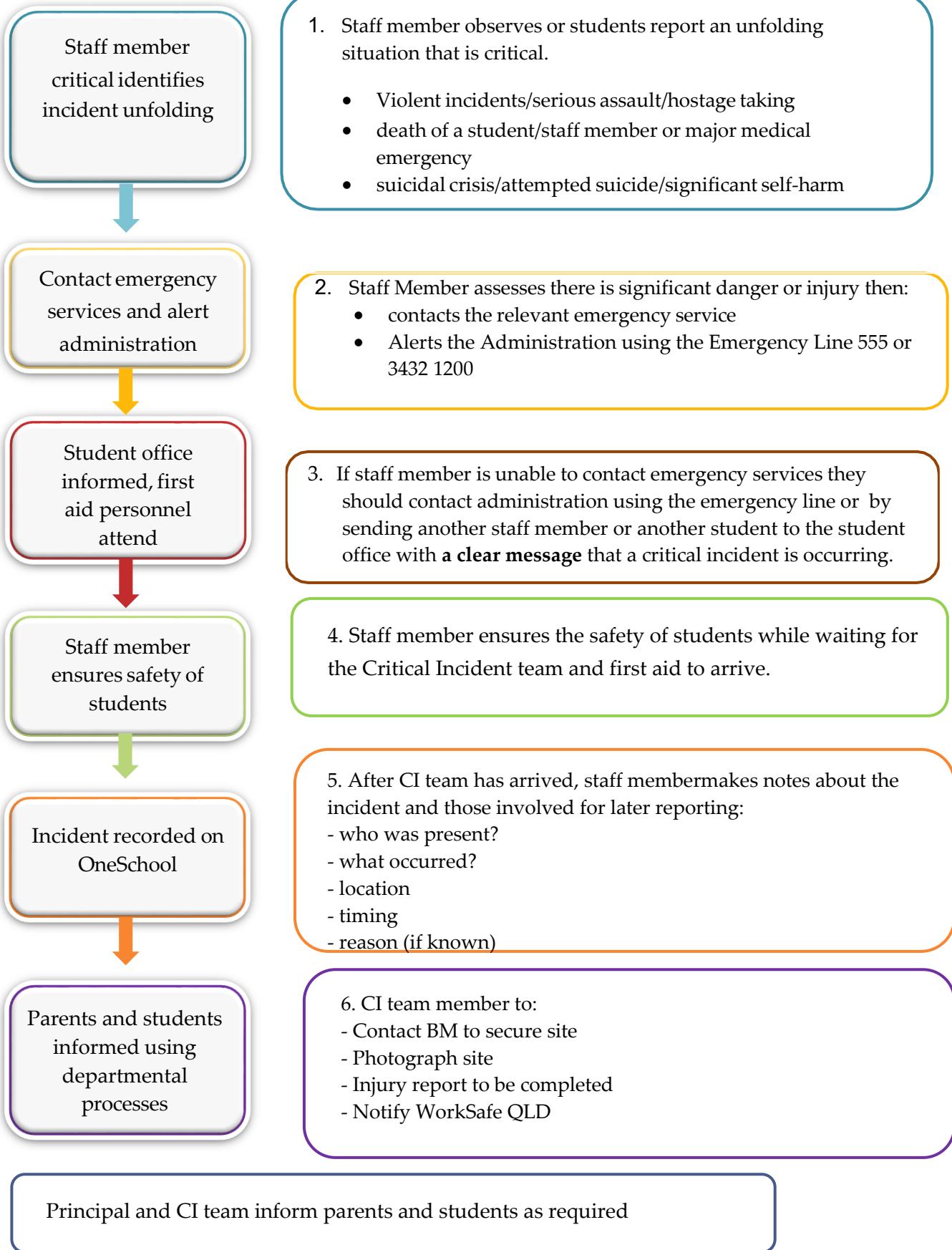
Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies,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

Critical Incident Quick Guide



Uniform Policy

Students are required to wear correct school uniform at school, and between home and school related activities unless otherwise advised.

Subject specific uniform requirements will complement the general uniform policy to support student safety. Information regarding these will be provided by faculties. At all times workplace health and safety will be the determining factors in the application of this policy.

Our Uniform Policy is designed to support:

- Student safety - it is essential that all teachers can recognise intruders quickly. This is only possible if all students are in school uniform
- Student welfare - the uniform caters for the elements of comfort, climate, modesty, cost, efficiency and social equity

Students in Years 7, 8 and 9	Students in Years 10, 11 and 12
<ul style="list-style-type: none">• Unisex school shorts• School polo shirt• RPSHS school socks or plain black or plain white socks with no stripes, patterns, or logos• Completely black leather/ vinyl shoes (not football boots)• School jumper and/or school sports jacket• School track pants, black dress pants or long black school skirt	<ul style="list-style-type: none">• Schoolskirt/shorts Senior blouse/shirt School tie (optional)• RPSHS school socks or plain black or plain white socks or black stockings with no stripes, patterns, or logos Completely black leather/ vinyl shoes• School jumper and/or school sports jacket• School track pants, black dress pants or long black school skirt
School Hats	
Redbank Plains State High School Sun Safety Bucket Hat or Cap (Years 7-12) are available from the Uniform Shop.	

Notes

- Students must bring a school bag or backpack appropriately sized to carry necessary books and equipment. Please note: mini-bags/belt bags/festival bags etc. are not permitted
- Students in Years 10, 11 and 12 must wear the senior school polo shirt and shorts for lessons involving physical activity
- Year 12 students may wear the Year 12 jersey/jacket as part of the school uniform.
- School badges may be worn by all students.
- Long sleeve undershirts, worn under the uniform for extra warmth, must be plain black or white
- Only students enrolled in Sports Development Programs are permitted to wear their respective Sports Development uniform on lesson days

The following are considered inappropriate and not permitted at any time: jeans or denim, cargo pants, non-school pants, leggings, beanies, durags, bandanas, inappropriate slogans/logos, inappropriate footwear (e.g. sandals, thongs, slippers).

Students wearing such items will be sent to REC and given the opportunity to contact home and have the issue rectified or exchange for appropriate items.

This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360363) and the Department of Education, Training and Employment's policy SMS-PR-022: Student Dress Code in relation to implementing student dress codes in Queensland state schools. It clearly explains and documents the standards of acceptable dress at Redbank Plains State High School. The School Dress Code is endorsed by the Redbank Plains State High School P & C Association.

Hair and Makeup

- All students are to be well groomed and hairstyles must be neat, clean, tidy and well-maintained
- Extreme hairstyles are not permitted
- Makeup, including eyelashes, are to be natural in appearance
- Nails must be of a safe length and shape
- Only a plain black or white head scarf may be worn for religious reasons

Jewellery

- Piercings are to be small, discrete and flat to the skin
- Rings, bangles and bracelets, with the exception of medical alert bracelets, are not permitted
- Necklaces must not be visible

Footwear

In accordance with WH&S regulations, students' footwear should be impervious leather or vinyl and cover the entire foot.

Students out of Uniform

Students in incorrect uniform will be directed to REC to access the uniform swap process or to wait for parents/guardians to bring the appropriate uniform items to school.

- Students will be asked to remove items that are not part of the school uniform
- Items deemed inappropriate or offensive may be confiscated
- For safety reasons, students are not permitted to wear non-school jackets or jumpers at any time. Students can attend REC and borrow a jumper before school or at break times in exchange for their non-uniform jacket or jumper. The jumper needs to be returned after school on the same day so that they can be laundered. Non return of jumpers will incur a replacement fee. We encourage families to contact their Year Level Dean if they require support in obtaining a school jumper
- All items that have been swapped at REC must be returned or a fee will be charged to the parent/guardian
- Persistent non-compliance will result in further consequences