



# Beaudesert State High School

# Student Code of Conduct

## 2021-2023

### ***Every Student Succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

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

This *Beaudesert State High School Student Code of Conduct* sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community ensuring learning and teaching in our school is prioritised, so that students can participate positively, engage in quality learning experiences, experience success and staff enjoy a safe workplace.

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## Endorsement

Principal Name:	Mr Brad Roberts
Principal Signature:	
Date:	20-1-2021
P/C President:	Mr Josh Cocks
P/C President Signature:	
Date:	20-01-2021

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# Learning and Behaviour Statement

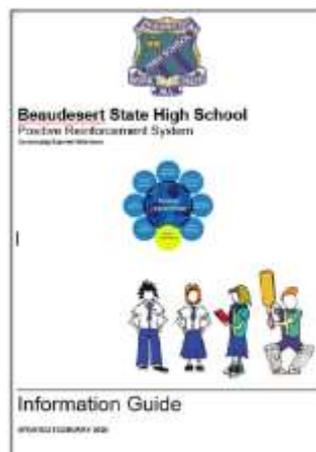
Beaudesert State High School believes that building positive relationships underpins a proactive approach to encouraging students to achieve their personal best in relation to behaviour, wellbeing and learning.



Beaudesert State High School uses a multi-tiered systems of support, Positive Behaviour for Learning, (PBL) as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated framework grounded in practical strategies, targeted planning and data informed decision making. PBL is a problem solving model using most to least intensive interventions to support the identified needs of individual students.

**Tier 1 – The Universals** – all students receive support for their behavioural and academic development by:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- encouraging expected behaviours throughout the school using the Positive Reinforcement System
- seeking student voice each term



**Tier 2 – Targeted Support** - more intensive supports for some student, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required learning and behavioural expectations. The types of interventions vary based on student needs. The interventions:

- have a clear connection between the skills taught in the interventions and the school wide expectations
- require minimal additional time from the classroom teacher
- are evidenced based

**Tier 3 - Intensive Support** – individualised support for students who require the most intensive support the school can offer. They are usually delivered on an individual basis. The supports are based on the underlying reasons for a student’s behaviour (FBA – Functional Behaviour Assessment) and should include strategies to:

- prevent problem behaviour
- teach the student acceptable replacement behaviour
- reinforce the student’s use of the replacement behaviour
- minimise reinforcement of problem behaviour

**BEHAVIOUR**

WE are RESPECTFUL, RESPONSIBLE & READY TO WORK AND LEARN

	EVIDENCE/DATA	STRATEGIES	Staff Accountability				
Tier 3	One School Data TBA  Truancy Data TBA	<b>Intensive Support</b> Individual Behaviour Support Plan – Prevent, Teach, Respond Functional Behaviour Assessment Video Modelling Alternate Program Internal - <u>ischool</u> External Agency Referral: <u>Beaucare</u> Off-Site Alternate: <u>BeauRise</u> , The Spot, YMCA, Toogoolawah, Get Set 4 Work, Distance Education, Home Learn Education Queensland: Discipline Improvement Plan, Enforcement of Attendance, Cancellation of Enrolment, SDA	Deputy Principals & Tier 2 Staff				
Tier 2	One School Data TBA  Truancy Data TBA	<b>Targeted Support</b> Check in – Check out Internal Referral Support Services Team, Head of Department Academic Support (See Learning Summary) Social Skilling Small Group Support Programs Including *Zones of Regulation * Animal Therapy *Rock and Water * Engine Room *Community Engagement Attendance Monitoring Or Behaviour Monitoring Peer Mentoring	PBL Data Team Support Services HoD Support Services Team Year Coordinators Behaviour Advisory Teacher Student Attendance Officer Head of Department				
UNIVERSAL	ALL Students	<b>School Wide Strategies</b> <b>Effective Classroom Practice</b> * PBL Strategies (Arrive with 5, Big 5 + 3, Buddy Class) *8 Effective Classroom Practices *10 Essential Skills *Differentiation <b>Student Acknowledgment</b> *4:1 Classroom Acknowledgement* Student Acknowledgement Scheme <b>Celebrations of Success</b> Positive Contact Home * Postcards, * Email, * Phone Call Assemblies, Roll Class Get Connected  Reinforcing Positive Strategies to thrive and flourish	ALL Staff				
		<table border="1"> <tr> <td>Participate Every Day Use School Wide Behaviour and Attendance Strategy</td> <td>Respect Self and Others Develop positive teacher-student relationships</td> <td>Work Together Continue to develop and refine classroom practice</td> <td>Every Day a New Day</td> </tr> </table>	Participate Every Day Use School Wide Behaviour and Attendance Strategy	Respect Self and Others Develop positive teacher-student relationships	Work Together Continue to develop and refine classroom practice	Every Day a New Day	
Participate Every Day Use School Wide Behaviour and Attendance Strategy	Respect Self and Others Develop positive teacher-student relationships	Work Together Continue to develop and refine classroom practice	Every Day a New Day				
		<i>Australian Professional Standards for Teachers: Standard 1.5, 3.5, 3.7, Standard 4, Standard 5.2</i> <i>Australian Curriculum General Capabilities: Personal and Social Capability, Ethical Understanding, Intercultural Understanding</i>					

## Student Wellbeing and Support Network

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports the creation of a positive school culture.

Beaudesert State High School uses a multi-tiered system of support to provide a foundation to student wellbeing and offers a range of programs and services to support the wellbeing of students in our school. The school encourages parents and students to communicate with school staff should they require additional supports.

Tier 1 – all students are provided with a range of age-appropriate programs to support student development.

Tier 2 – targeted support – provides a range of small group programs provided by specialist staff for students who require additional time and input to build and maintain their wellbeing

Tier 3 – Intensive support – provides additional supports for a small group of students. Interagency supports may also be involved at supporting students at this level

**WELLBEING**  
Caring, Community, Belonging

	Evidence/Data	STRATEGIES					STAFF ACCOUNTABILITY
Tier 3	Serious at-risk behaviours/disclosure	<b>Intensive Support</b> Individual Case Management BeauCare DOCS/CHYMS referral					Principal, Deputies + Tier 2 staffing
Tier 2	Self/student referral Year Coordinator referral Classroom teacher DP referral Parent Contact	<b>Targeted Support</b> Internal Referrals – support services team Breakfast & Lunch support Safe Spaces Support Programs – including Traction, Resilience, A2B, Yoga, Tidah's Yarning, Budah's Yarning, Growing Young Men Care Responses External Referrals – BeauCare, YFS					Guidance Officer Youth Support Coordinator School Based Youth Health Nurse Chaplain CEC
Universal	All student	<b>School Wide Strategies</b> Celebrate Success Student Acknowledgement Scheme Learning Curve – Get Connected Bullying and Cyber Safety YELP program – Peer Mentoring Student Leadership Program Extra-Curricular Activities Sport & Extras Roll Class/Lunch-time Activities					ALL STAFF
		<b>Build Resilience</b> Create an effective, safe and supportive learning environment that meet the needs of students	<b>Seek Support</b> Understand school referral process, know your students and issues affecting them	<b>Show Kindness</b> Apply restorative justice	<b>Think Positively</b> promote a growth mindset, teach the learning curve program, acknowledge students	<b>Build Community and Belonging</b> House Cup SRC	
		<i>Australian Professional Standards for Teachers: Standard 1, Standard 4, Standard 3.1, 3.5, 3.7</i> <i>Australian Curriculum General Capabilities: Personal and Social Capability, Ethical Understanding, Intercultural Understanding.</i>					

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

Student may approach any trusted schools staff member at Beaudesert State High School to seek support. If they are unable to provide the required level of support they will ensure the student is connect to the appropriate representative of the Support Services Team.

Members of the Support Services Team include: Behaviour Advisory Teacher, Chaplain, Community Education Counsellor, Guidance Officer, Head of Department Support Services, School Based Youth Health Nurse, Year Co-ordinators, Youth Support Co-ordinator.



# Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- facilitate positive behaviours, prevent and respond to problem behaviours
- ensure that only evidence-based practices are used by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Beaudesert State High School we believe that behaviour, wellbeing and learning are inextricably linked. Underpinning the approach is the belief that developing positive relationships with students and parents and between students is key.

Teachers integrate a consistent instructional approach to behaviour in every lesson for every student every day, recognising the need to intentionally, purposefully and explicitly teach the behaviours needed for success at school and beyond. 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.

When responding to inappropriate behaviour, a differentiated approach to behaviour considering student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account. Support Provisions are used to record and track tier 2 and 3 intervention strategies.

Any student or parent who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to make an appointment with the Year Co-ordinator, Support Services Head of Department or the appropriate Year Level Deputy Principal.



## Behaviour Expectations Matrix

Our Behaviour Expectations Matrix is the explicit statement of behaviours expected at Beaudesert State High School that actively reinforce our philosophy of Personal Best and the value placed on relationships. Developed cooperatively, through a consultative process, the Behaviour Expectations are **explicitly taught** by all adults and used to remind students of acceptable behaviours at Beaudesert State High School. In addition each classroom will have their own set of expectations that align with whole school expectations.

	RESPECTFUL	RESPONSIBLE	READY to Work and Learn
All Settings	Follow staff instructions. Respect people, privacy and property. Use appropriate, respectful language. Show kindness to others. Cooperate with others. Respect personal space.	Accept responsibility for your mistakes, words and actions. Be safe, act safely. Wear uniform correctly. Stay within school boundaries. Use technology appropriately.	Come to school every day. Go to every lesson. Be on time. Bring necessary equipment – Arrive with 5. Have your student planner with you every lesson, every day. Always do the best you can.
Classrooms including ovals, workshops, kitchens, agriculture, library science labs	Follow classroom entry procedures. Follow classroom behaviour and learning expectations. Allow others to learn without disruption. Treat computers and other equipment as important shared tools.	Phones off and away during class time. Follow safety rules. Have your Student Planner signed by your teacher if you have permission to leave the classroom. Complete homework, drafting and assessment on time.	Work at achieving your learning goals. Be an active listener Seek help. Ask questions. Think critically. Work together. Complete class work and homework. Participate and be willing to try new learning experiences.
Playground	Cooperate with others.	Keep your area clean. Stay within school boundaries. Remain in your year level area. Play safe and follow the rules of the game. Move to class when the first bell rings.	Use morning tea and lunch breaks for: toilet visits eating catching up with others getting ready for the next lesson.
Tuckshop	Be courteous Line up Use your manners Wait your turn		
Staff rooms & Offices including administration support services text hire uniform shop	Be courteous Wait quietly and patiently	Make appointments to see support staff. Follow late arrival and early leaving procedures. Explain all absences. Store scooters/skateboards/bikes in correct locations when you arrive.	
In the COMMUNITY – before, during and after school Eg sport, excursions work	Show courtesy and good manners at all times. Display good sportsmanship.	Contribute to the school and wider community. Represent your school with pride. Return permission forms and payments by due date.	Be involved in a range of school activities.
In the school surrounds including bus turnaround and carpark	Show courtesy and good manners towards bus drivers and other passengers.	Follow Bus Code of Conduct. Remain seated and quiet at all times. Move away from the turnaround and carpark to year level areas when you arrive at school. No access to cars during the day.	

## Whole School Procedures and Routines

At Beaudesert State High School staff integrate agreed whole school, procedures and routines for every student, every lesson, every day as we recognise and celebrate the power of collective teacher efficacy.

<b>Entry procedure</b>	<p>I am respectful, responsible and ready to learn when I:</p> <ul style="list-style-type: none"> <li>• Move directly to class on the first bell</li> <li>• Turn phone off and away</li> <li>• Arrive with 5</li> <li>• Place bags in allocated areas</li> <li>• Assemble correctly</li> <li>• Enter quietly and move to allocated seat/area</li> <li>• Follow teacher instructions</li> </ul>
<b>Arrive with 5</b>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Pens and Pencils</li> <li>• Student Planner</li> <li>• Full water bottle</li> <li>• Phone off and away</li> </ul>
<b>Class work</b>	<ul style="list-style-type: none"> <li>• Start work promptly</li> </ul>
<b>Roll Marking</b>	<ul style="list-style-type: none"> <li>• Mark electronic roll (OneSchool) during the first 10 mins of the lesson</li> <li>• Adjust if students arrive late</li> </ul>
<b>Learning Intentions and Success Criteria</b>	<ul style="list-style-type: none"> <li>• Discussed</li> <li>• Visible throughout lesson</li> <li>• Referred to often during lesson</li> </ul>
<b>Attention Signal</b>	<ul style="list-style-type: none"> <li>• Year 7 – Hand up</li> <li>• All other year levels – teacher determined</li> </ul>
<b>Seating plan</b>	<ul style="list-style-type: none"> <li>• Make available to other staff when absent from school</li> </ul>
<b>Behaviour expectations</b>	<ul style="list-style-type: none"> <li>• Visible in the classroom</li> <li>• Referred to when correcting and redirecting students</li> <li>• Follow up – least to most intrusive</li> </ul>
<b>Individual classroom routines/activities</b>	<ul style="list-style-type: none"> <li>• e.g. noise level for activity, large group instruction, small group activities and independent seatwork time</li> </ul> <p style="text-align: center;">Model, Practice, Prompt, Monitor, Reinforce, Correct</p>
<b>Mobile Phone Policy</b>	<ul style="list-style-type: none"> <li>• Phones OFF and AWAY in every classroom</li> <li>• Student sent to office with phone and phone slip if non-compliant</li> </ul>
<b>Student exiting classroom during lesson</b>	<ul style="list-style-type: none"> <li>• Leave with their own planner signed</li> <li>• One planner per student</li> </ul>
<b>Buddy Class</b>	<ul style="list-style-type: none"> <li>• Use when students require time out</li> <li>• 10 mins only before returning to teacher for restorative (ACT) conversation</li> </ul>
<b>Exit procedure</b>	<p>I am respectful, responsible and ready to learn when I:</p> <ul style="list-style-type: none"> <li>• Continue to work on the task until instructed to pack up</li> <li>• Pack up classroom, leaving it clean, tidy and secure</li> <li>• Wait quietly in allocated seat/area until released by teacher</li> <li>• Leave the room calmly and quietly</li> <li>• Move directly to next classroom/area</li> </ul>

## Positive Reinforcement System

Providing students with positive reinforcement for expected behaviours is one of the most effective ways to improve classroom behaviour and develop a positive learning environment.

The purpose of the Positive Reinforcement System is designed to intentionally:

- ✓ recognise and provide feedback to students who demonstrate the school's behaviour expectations
- ✓ reinforce a positive learning environment
- ✓ acknowledge the participation and commitment of students' efforts within and beyond the curriculum
- ✓ foster positive school culture and community

### Three Levels of Positive Reinforcement

1.	<b>Free and Frequent</b> <ul style="list-style-type: none"> <li>• Used every day in the classroom and playground</li> <li>• Initiated by the teacher</li> </ul>	Greeting students by name  Minimum ratio of 4:1 for acknowledgment <ul style="list-style-type: none"> <li>• Verbal acknowledgement</li> <li>• Non-verbal acknowledgement</li> </ul> Essential skills 4 (cueing with parallel acknowledgement) 5 (Body Language Encouragement) and 6 (Descriptive encouragement)  Individual classroom tangible acknowledgement e.g. stickers, stamps, highlighters
2.	<b>Short term</b> <ul style="list-style-type: none"> <li>• Awarded occasionally</li> <li>• Initiated by the teacher or Year Co-ordinator</li> </ul>	Contact with parent <ul style="list-style-type: none"> <li>• Phone call</li> <li>• Email</li> <li>• Parent/Teacher interviews</li> </ul> Positive Reinforcement System – Merit Awards  Merit Award Draw - random draw on assembly week 3 (see remainder of document)  Postcard home  Reporting to parents
3.	<b>Short and Long term</b> <ul style="list-style-type: none"> <li>• Quarterly to year long</li> </ul>	Positive Reinforcement System – Merit Awards  Acknowledgement events e.g. Parent afternoon tea (Year Co-ordinator)  Awards Night – Subject Awards, Gold, Silver and Bronze  Academic Awards

## Consideration of Individual Circumstances

Beaudesert State High School considers the individual circumstances of students when teaching behaviour expectations, applying support, responding to inappropriate behaviour and/or applying disciplinary consequences by:

- promoting a teaching/learning environment which is responsive to the diverse needs of its students.
- establishing procedures for applying fair and equitable consequences, ranging from the least intrusive to most intrusive.
- recognising and taking into account student's age, behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment and care arrangements.
- taking into account the student's attitude or role after the incident. Is the student owning his/her behaviour and taking steps to restore the situation? Is the student demonstrating honesty, cooperation and trust?
- recognising the rights of all students to:
  - express their opinions in an appropriate manner at the appropriate time.
  - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or disability.

At Beaudesert State High School, any response to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student, and the needs/rights of the school community members.

Students are expected to behave in an appropriate manner both at school and while travelling to and from school. Consequences may also be enforced for problem behaviour that has occurred outside of school grounds.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students and parents to know what consequence another student might have received, we will not disclose or discuss with other parties. We expect that parents and students will respect the privacy of other students and families.

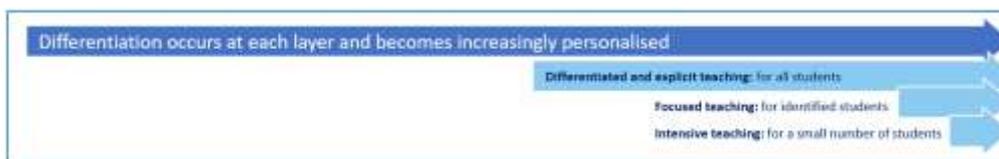
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment the Year Co-ordinator, Deputy Principal or Principal to discuss.

## Differentiated and Explicit Teaching

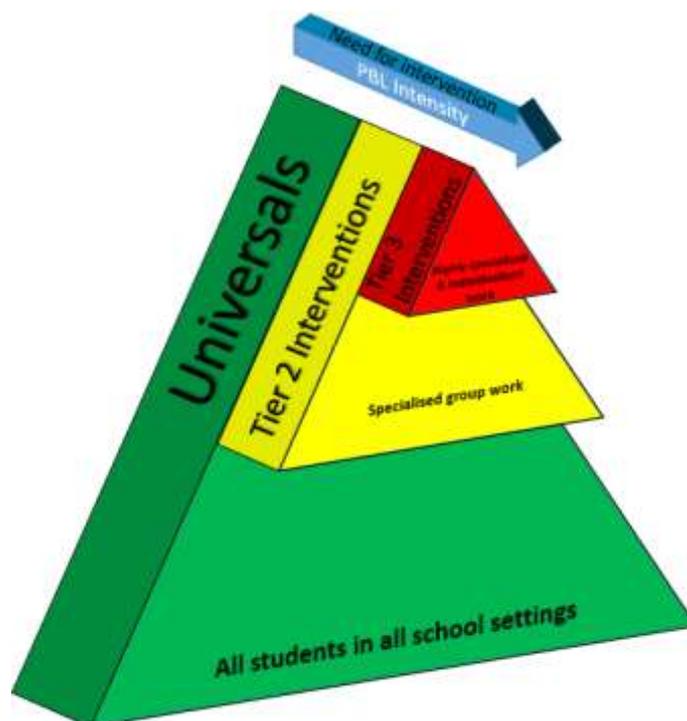
Beaudesert State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Staff use the explicit teaching of behaviour cycle to teach expected behaviours and provide opportunities for students to practise these behaviours.



All teachers integrate PBL Universals for all students in every lesson, every day. The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.



## Our Tiered Approach



## Focused Teaching

A whole-school approach shapes, supports and recognises appropriate behaviour in all students. Most students will have little or no difficulties. However, a number of students (approx. 15%) may need additional support and timely intervention (Tier 2 interventions) on some occasions.

BSSH regularly offers proactive, targeted programs for students who have been identified by teachers, guidance officers, PBL data team or other support staff as having specific needs. Referral may be to targeted programs such as *Boys' Group*, *Girls' Group*, or *Traction* by members of the Student Support Team. Intervention strategies may include *Check-in Check-out*, mentoring, differentiated learning and assessments for learning difficulties.

## Intensive Teaching

Beaudesert State High School is committed to educating all students, including those with the highest behavioural needs. For a variety of reasons, a very small number of students (approximately 5%) who may not respond to tier 2 interventions will need more intensive tier 3 interventions and/or flexible learning options to assist them to continue their learning. Strategies may include:

- a team-based approach to providing intensive individualised support that includes a high level of adjustments.
- research validated procedures for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment).
- individual plans involving specific strategies such as identification of triggers, safe zones, time out.
- Discipline Improvement Plans, developed collaboratively by the school's Behaviour Advisory Teacher.
- alternative programming including adapted timetables and work experience.
- specific targeted classes that focus on identified behaviours and learning.
- local and regional behaviour support options when available.

## Disciplinary Consequences

Beaudesert State High School makes systematic efforts to prevent problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When problem behaviour occurs, students experience consistent and fair consequences. Our school seeks to ensure that responses to problem behaviours are proportionate to the nature of the behaviour. We follow the same differentiated approach used in the teaching of student behavioural expectations. The response to the behaviour will consider a range of factors, including: recognising and taking into account student's age, behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment and care arrangements.

While it is not possible to list all consequences within this document, the following provides a guideline to possible consequences/responses. Examples of consequences/responses to **problem behaviours can include:**

Possible Consequences/Responses
<b>Initiated by classroom teachers:</b>
❖ Pre-corrects
❖ Non-verbal and visual cues
❖ Model, practice, prompt and monitor expected behaviours
❖ Expectation reminder
❖ Explicit behavioural instruction
❖ Proximity control

- ❖ Tactical ignoring of inappropriate behaviour (not student)
- ❖ Revised seating plan
- ❖ Reinforce positive behaviours – 4:1 positives to correctives
- ❖ Correct behaviours with re-teaching
- ❖ Redirection
- ❖ In-class 'time out'
- ❖ Student sent to 'buddy class' for up to 10 minutes
- ❖ Community service
- ❖ Contact with parents
- ❖ ACT conversation
- ❖ Catch-up during Morning Tea or Lunch
- ❖ Referral to another staff member (Head of Department, Year Co-ordinator, Deputy Principal)

***Focused:***

- ❖ Check in Check out
- ❖ Individual student behaviour plan
- ❖ Targeted teaching
- ❖ Red Room Referral
- ❖ Restitution
- ❖ Contact with parent
- ❖ Internal suspension
- ❖ Withdrawal from class/activity
- ❖ Withdrawal from yard
- ❖ Loss of privileges
- ❖ Monitoring program
- ❖ After school Catch-up
- ❖ Referral to School Administration
- ❖ Functional Behaviour Assessment

***Intensive:***

- ❖ Functional behaviour assessment
- ❖ Complex case management
- ❖ Temporary removal of student property (e.g. mobile phone)
- ❖ Non-school day detention
- ❖ Short term suspension from school (1 to 10 school days)
- ❖ Long term suspension from school (11 to 20 school days)
- ❖ Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities.)
- ❖ Suspension pending exclusion (the student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- ❖ Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- ❖ Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for the 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 Beaudesert State High School may be invited to attend a re-entry meeting on the day of or prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school, to remind students of BSHS behaviour expectations and for school staff to set the student up for future success and strengthen relationship with the home. A re-entry agreement may be signed by the student and parent at this time. This meeting is not the time to review the decision to suspend, the student has already received a consequence through their disciplinary absence from school.

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

An invitation to attend the re-entry agreement is communicated in writing via SDA paperwork or via telephone. Re-entry meetings are short, taking less than 10 minutes, and usually with the Principal or delegate attending with the student and their parent/s. The inclusion of support staff, such as Guidance Officers, Community Education Counsellors and Youth Support Coordinator, may also attend to offer support for the student and assist with their successful return to school.

Should a parent be unable to attend, a meeting should take place with the student welcoming them back to the school and explaining the plan to set them up for future success.

A record of the meeting is recorded in OneSchool as a follow-up attached to the original behaviour for which the student was suspended with contact notes also being made in OneSchool as part of the follow-up.

Should additional items be raised for discussion, parents will be made aware of this prior to the re-entry meeting. In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

Possible agenda:

- Welcome back to school
- Check on student wellbeing
- Discuss recent changes to routines (eg staff, class, subject changes)
- Check student has a current timetable and items to facilitate learning (pens and books)
- Offer relevant supports
- Thank the student/parents for attending

# School Policies

Beaudesert State High School has implemented policies designed to ensure students, staff and visitors work co-operatively to create and maintain a supportive and safe learning environment. The following policies are outline in this document:

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

## Temporary removal of student property

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

### Deciding a reasonable time to retain or make property available for collection

In deciding a reasonable time to retain or make property available for collection, principals and school staff will consider the:

- condition, nature or value of the property
- circumstances in which the property was removed
- 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 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 Beaudesert State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, bullets, slingshots, cap guns, laser pointers, brass knuckles, chains)
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, rope)
- Drugs \*\* (including tobacco, glue, paint, cigarettes, marijuana, ecstasy, amphetamines, other's prescription medication, other illegal or banned substances)
- Implements used to administer drugs (bongs, lighters, syringes)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. lighters, fire starters)
- Poisons (e.g. insecticides)
- Inappropriate or offensive materials

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

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

## Responsibilities

**State school staff** at Beaudesert State High School:

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

**Parents** of students at Beaudesert 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 Beaudesert State High 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 Beaudesert 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 Beaudesert 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.
- will be required to hand their mobile phone into the office when using it during class time.

## Physical Violence

Students must not resort to physical violence to resolve conflict situations. Instead they should see a member of the school's support team for assistance with the issue.

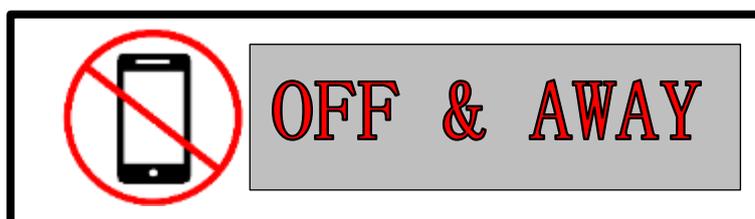


## Use of mobile phones and other devices by students

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

In consultation with the broader school community, Beaudesert State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. Programs delivered by Queensland Police Service and Information and Technology Branch support this. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology expectations.



### Responsibilities

The school accepts that students may need to have mobile phones for reason of safety however, the school takes no responsibility for phones or devices that are lost or stolen and will not assume responsibility for any phone bills incurred.

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

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

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

It is **unacceptable** for students at Beaudesert State High School to:

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

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

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

## Preventing and responding to bullying

Beaudesert 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.

At Beaudesert State High School we see building positive relationships (PBL framework) as underpinning student learning that is optimised when they feel connected to others and experience safe and trusting relationships.

Beaudesert State High School has a support services team, with diverse representatives meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes.



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

At Beaudesert State High School we believe students should be supported to develop skills required to demonstrate respectful behaviour to all. Our Get Connected Program, delivered weekly, is an opportunity for students to learn and develop respectful behaviour, generosity to others and kindness supporting social and emotional wellbeing.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

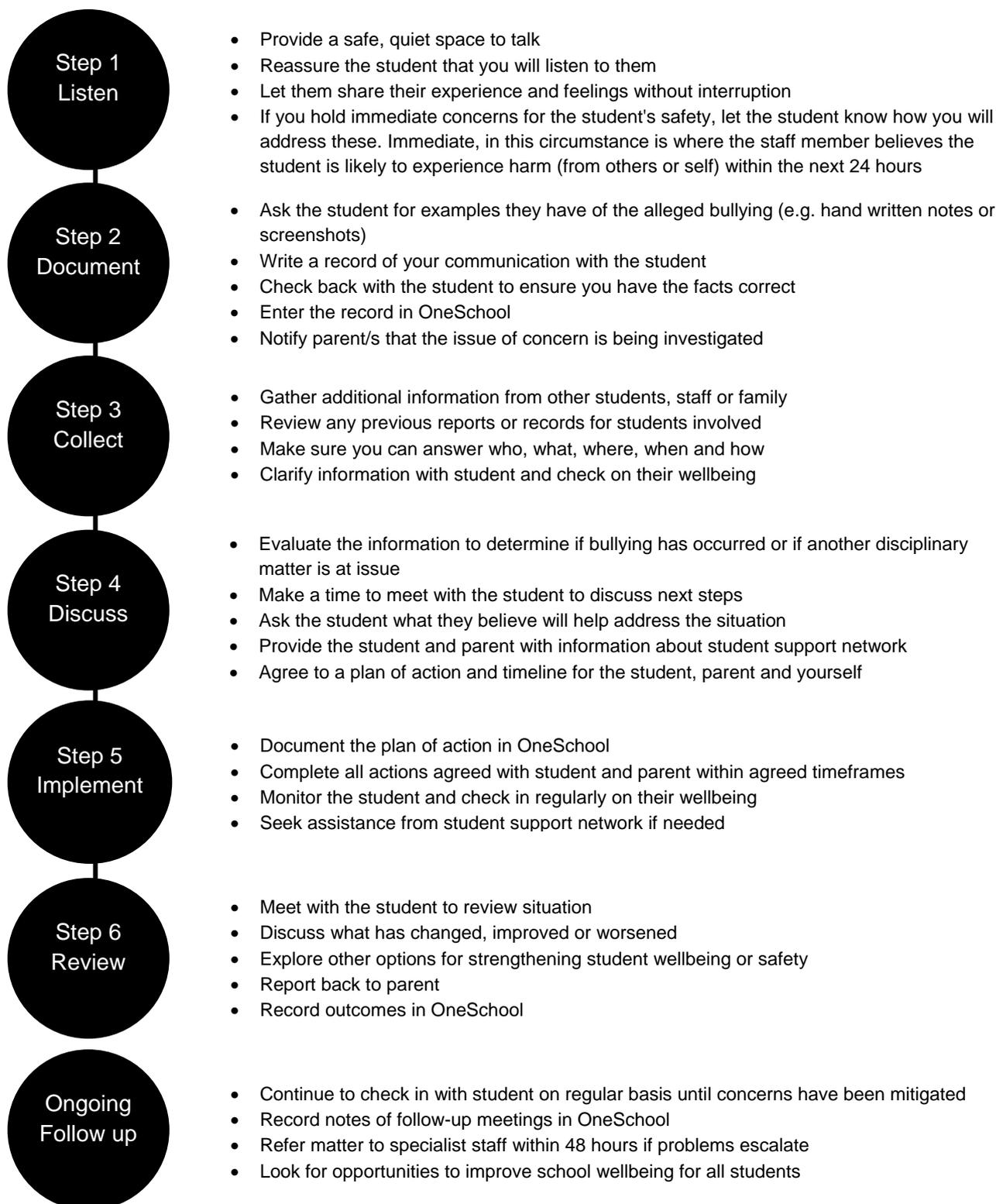
However, these conflicts are still considered serious and need to be addressed and resolved. At Beaudesert State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Beaudesert State High School teachers and students will take in relation to student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Classroom Teacher, Roll Class teacher, Year Co-ordinator or Guidance Officer



## Cyberbullying

Cyberbullying is treated at Beaudesert State High School with the same level of seriousness as in-person bullying.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Co-ordinator. They can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

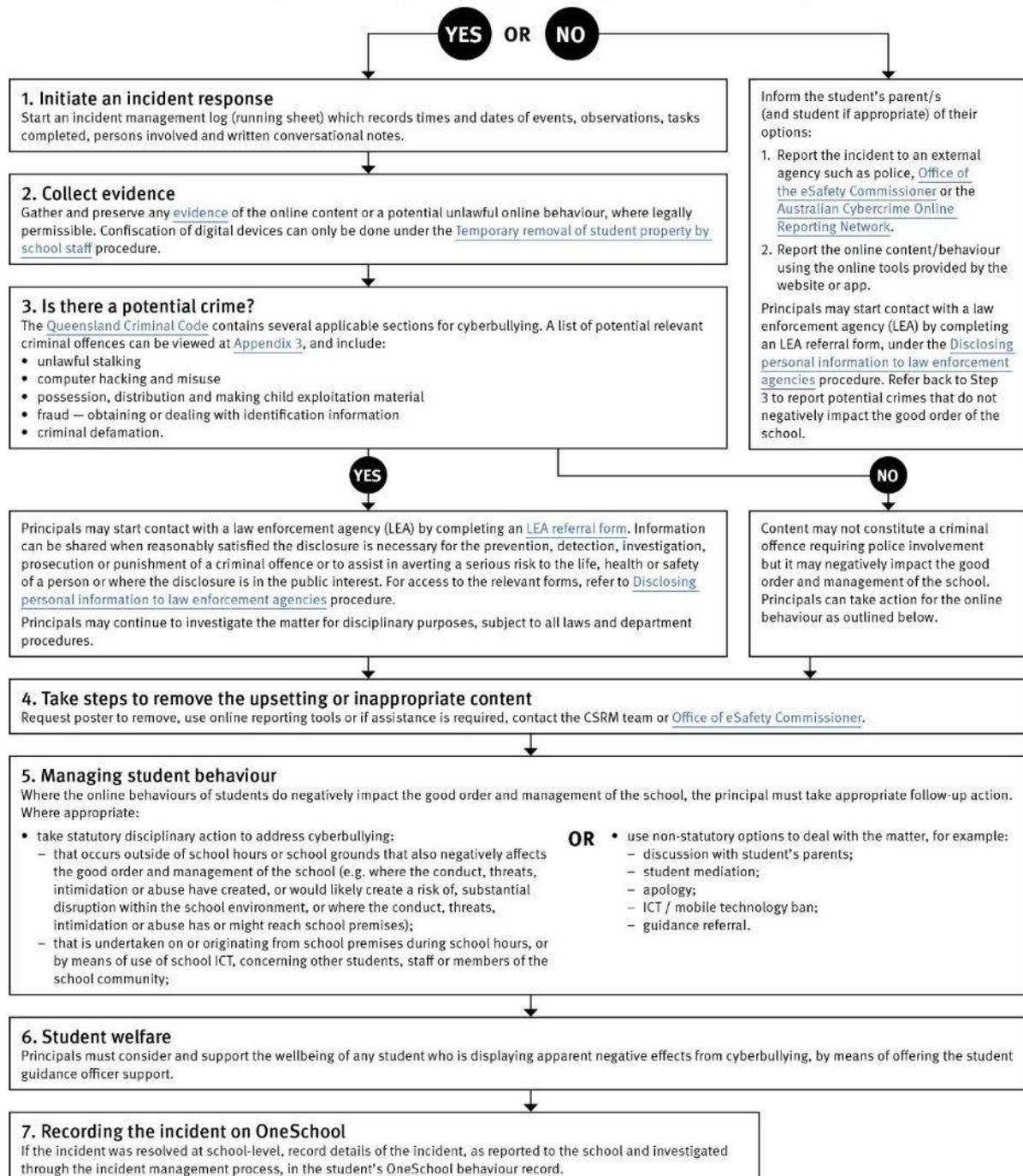
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This could include counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. The school will use the range of responses to problem behaviours outlined earlier in this document.

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s.

474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

**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.