



Beaudesert State High School

Student Code of Conduct 2024-2025

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

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.

Contact Information

Postal address:	PO Box 104 Beaudesert 4285
Phone:	(07) 5542 9111
Email:	admin@beaudesertshs.eq.edu.au
School website address:	www.beaudesertshs.eq.edu.au
Contact Person:	Mr Damien Burke (Principal)

Endorsement

Principal Name:	Mr Damien Burke
Principal Signature:	
Date:	29/01/2024
P/C President and-or School Council Chair Name:	Mr Joshua Cocks
P/C President and-or School Council Chair Signature:	
Date:	29/01/2024

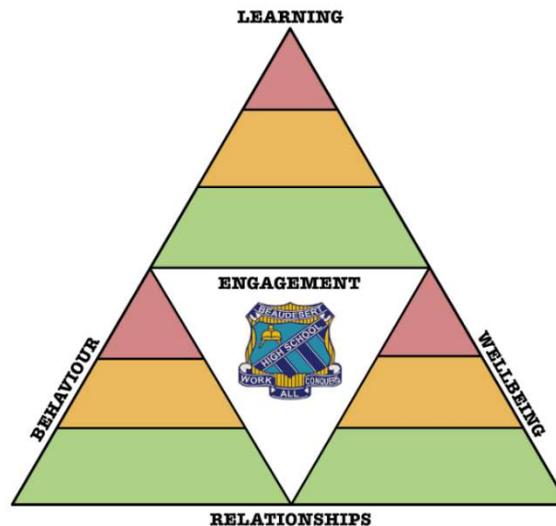
Contents

<u>Learning and Behaviour Statement</u>	4
<u>Student Wellbeing and Support Network</u>	6
<u>Whole School Approach to Discipline</u>	7
<u>Behaviour Expectations Matrix</u>	8
<u>Whole School Procedures and Routines</u>	8
<u>Positive Reinforcement System</u>	8
<u>Three Levels of Positive Reinforcement</u>	8
<u>Consideration of Individual Circumstances</u>	9
<u>Differentiated and Explicit Teaching</u>	10
<u>Our Tiered Approach</u>	10
<u>Focused Teaching</u>	10
<u>Intensive Teaching</u>	10
<u>Disciplinary Consequences</u>	11
<u>School Disciplinary Absences</u>	12
<u>School Policies</u>	14
<u>Temporary removal of student property</u>	14
<u>Use of mobile phones and other devices by students</u>	16
<u>Preventing and responding to bullying</u>	19
<u>Appropriate use of social media</u>	22
<u>Restrictive Practices</u>	25
<u>Critical Incidents</u>	26

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.

ACHIEVING YOUR PERSONAL BEST



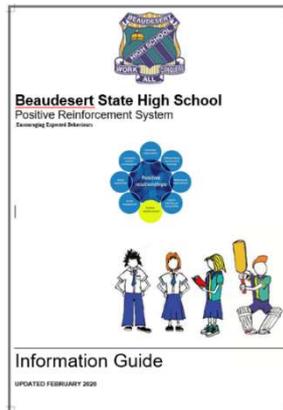
Beaudesert State High School uses a multi-tiered systems of support, Positive Behaviour for Learning, (PBL) as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated framework grounded in practical strategies, targeted planning and data informed decision 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 on a regular basis



Beaudesert State High School Student Behaviour Expectations



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 LEARN

	EVIDENCE/DATA	STRATEGIES	Staff Accountability
Tier 3	<p>One School Data (5+ majors per term with no Tier 2 progress)</p> <p>Truancy Data (5+ majors per term with no Tier 2 progress)</p>	<p>Intensive Support</p> <p>Principal/Deputy Principal Behaviour Intervention</p> <p>Individual Behaviour Support Plan – Prevent, Teach, Respond</p> <p>Functional Behaviour Assessment</p> <p>Video Modelling</p> <p>Alternate Program Internal U-Turn</p> <p>External Agency Referral: Beaucage</p> <p>Off Site Alternate Programs</p> <p>Education Queensland: Discipline Improvement Plan, Enforcement of Attendance, Cancellation of Enrolment, SDA</p>	<p>Principal, Deputy Principals & Tier 2 Staff</p>
Tier 2	<p>One School Data > 3 majors per term</p>	<p>Targeted Support</p> <p>Check in – Check out</p> <p>Internal Referral</p> <p>Support Services Team, Head of Department</p> <p>Academic Support (See Learning Summary)</p> <p>Social Skilling (See Wellbeing Summary)</p> <p>Small Group Support Programs</p> <p>A range of programs as available</p> <p>Peer Mentoring</p>	<p>PBL Data Team</p> <p>Support Services HoD</p> <p>Support Services Team HoD</p> <p>Student Services Behaviour Advisory Teacher</p> <p>AO</p> <p>Head of Department</p>
UNIVERSAL	<p>ALL Students</p>	<p>School Wide Strategies</p> <p>Effective Classroom Practice</p> <p>* PBL Strategies – The Universals *10 Essential Skills</p> <p>Differentiated Teaching and Learning – Whole School Approach to Teaching and Learning</p> <p>Positive Reinforcement System – Encouraging Expected Behaviours</p> <p>Celebrations of Success</p> <p>Positive Contact Home</p> <p>* Postcards, * Email, * Phone Call</p> <p>Assemblies, Roll Class</p> <p>Get Connected</p>	<p>ALL Staff</p>
		<p>Participate Every Day Use School Wide Behaviour and Attendance Strategy</p> <p>Respect Self and Others Develop positive teacher-student relationships</p> <p>Work Together Continue to develop and refine classroom practice</p> <p>Every Day a New Day</p>	
		<p><i>Australian Professional Standards for Teachers: Standard 1.5, 3.5, 3.7, Standard 4, Standard 5.2</i></p> <p><i>Australian Curriculum General Capabilities: Personal and Social Capability, Ethical Understanding, Intercultural Understanding</i></p>	

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

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 school 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 Student Services, School Health Nurse, Youth Support Co-ordinator, Student Support Officer, GP in Schools.

WELLBEING Caring, Community, Belonging

	Evidence/Data	STRATEGIES				STAFF ACCOUNTABILITY
Tier 3	Serious at-risk behaviours/disclosure	Intensive Support Individual Case Management Tier III – Risk Assessment / Tier III – Individual Student Safety Plan External Referrals (i.e. BeauCare, CYMHS)				Principal, Deputies + Tier 2 staffing
Tier 2	Self/student referral HoD, Student Services Referral Classroom teacher DP referral Parent Contact	Targeted Support Internal Referrals (triaged by GO / Nurse) Tier II Support Programs (i.e. PLP4You) Breaktime Programs (i.e. Green Room, Games Room)				HoD Student Services Guidance Officers Youth Support Coordinator Nurse Chaplain CEC Social Worker GP in Schools Program Student Support Officers
Universal	All student	School Wide Strategies Get Connected (Learning Curve, Personal and Social General Capabilities) Cohort Information Sessions (i.e. Cyber Safety, Respect Program) Year 11 Leadership Program (YELP) – Peer Mentoring Student Leadership Program Extra-Curricular Activities Sport & Extras Program Signature Programs House Cup				ALL STAFF
		Build Resilience Create an effective, safe and supportive learning environment that meet the needs of students	Seek Support Understand school referral process, know your students and issues affecting them	Show Kindness Apply restorative justice	Think Positively promote a growth mindset, teach the learning curve program, acknowledge students	Build Community and Belonging House Cup SRC Student Voice
		<i>Australian Professional Standards for Teachers:</i> Standard 1, Standard 4, Standard 3.1, 3.5, 3.7 <i>Australian Curriculum General Capabilities:</i> Personal and Social Capability, Ethical Understanding, Intercultural Understanding				

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 Student Services Head of Department or the appropriate Year Level Deputy Principal.

At Beaudesert State High School
We Are:
Respectful To All
Responsible For Our Actions
Ready To Learn

Engaged, Inspired Students Achieving Their Personal Best

“READY TO LEARN” Means ARRIVE WITH 5

- 1 Exercise Book/Charged Laptop
- 2 Subject Specific Equipment including: Pens/Calculator/Hat
- 3 Student Planner
- 4 Full Water Bottle
- 5 A Positive Learning Mindset to Achieve your Personal Best

Student Behaviour Expectations

At Beaudesert State High School we are
RESPECTFUL to all
RESPONSIBLE for our actions
READY to learn

	RESPECTFUL	RESPONSIBLE	READY to 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. Wear uniform correctly. Stay within school boundaries. Use technology appropriately. Negotiate and resolve conflict responsibly	Come to school every day. Go to every lesson. Be on time – at class by second bell 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, headphones, EarPods & Smart Watches “Off and Away for the Day”. 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. Work towards achieving the Success Criteria each lesson. 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.
During breaks Year Level Areas	Cooperate with others. Follow staff instructions.	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 Knock, open door, ask for teacher, 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. Attend ALL training and rehearsals	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.	

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.



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.

BSHS regularly offers proactive, targeted programs for students who have been identified by teachers and support staff team members as having specific needs. Referral may be to targeted programs conducted by school staff or 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
<p><i>Initiated by classroom teachers:</i></p> <ul style="list-style-type: none"> ❖ 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)
<p><i>Focused:</i></p> <ul style="list-style-type: none"> ❖ 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. The re-entry meeting 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

Property may be temporarily removed from a student if the principal or school staff are reasonably satisfied the removal is necessary ensure compliance with the Student Code of content

- ensure compliance with the Student Code of Conduct
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide fo the effective administration of matters about the students of the school

School staff remove student property and store safely, noting that they are not authorised to open bags, unlock mobile phones or ead, copy or delete messages stored on phones without the consent of the student or parent.

School staff determine what constitutes a reasonable time to retain student property

- 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 and state school staff may retain temporarily removed student property if

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
 - if police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) [External link](#), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
 - if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

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
- Cigarettes and Vapes
- 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, headphones/earpods and smart watches in to the nominated area when these items are observed throughout the day, from 8:50 am to 3:10 pm, including breaks and transition.

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 response to Education Queensland policy and in consultation with the broader school community, Beaudesert State High School has implemented the “**Off and Away for the Day Policy**” in relation to the use of mobile phones, headphones/earpods and Smart Watches. Should a student choose to bring these digital devices to school they must be turned off and stored in the student’s school bag or a secure location provided by the school.

Should a student have visible mobile phones, headphones/earpods and smart watches throughout the day will be required to hand the phone into the office.

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 external agencies. 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, headphones, earpods and smart watches out of sight for the entire day, from 8:50 am to 3:10 pm, including breaks and transition.
- Devices may be stored in
 - the student's school bag
 - secure locations at the school including phone storage lockers located in student services or individual lockers.
- Mobile devices such as laptops and ipads must be connected to the school network as per our BYOD policy.
- 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 or smart watch technology (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



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 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. 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.

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.

Beaudesert State High School has a Student Representative Council with diverse representatives from the school meeting regularly as a team and with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. At Beaudesert State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

- **ongoing and deliberate misuse of power** in relationships through **repeated** verbal, physical and/or social behaviour that **intends to cause physical, social and/or psychological harm**;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- 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.

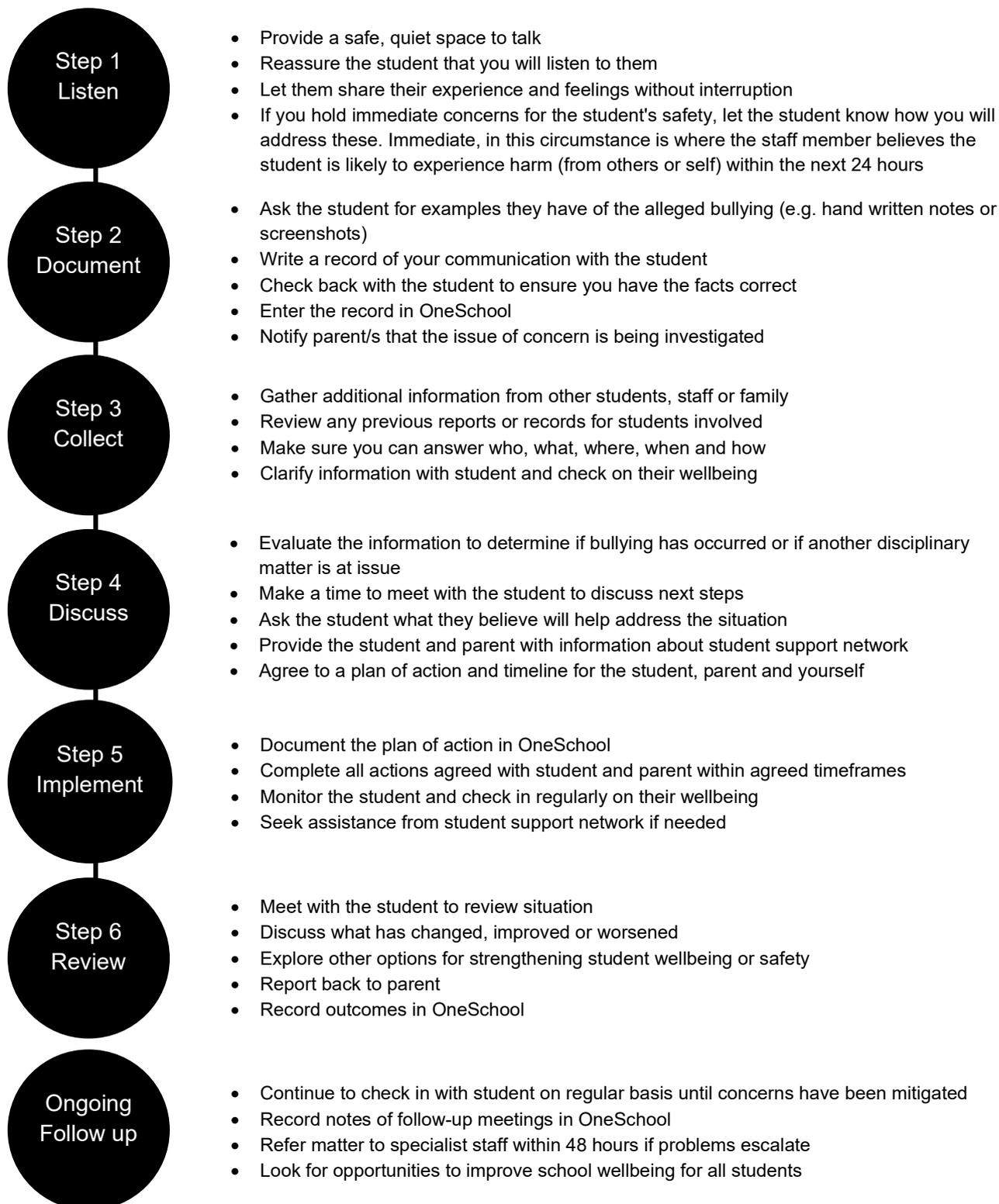
However, these conflicts are still considered serious and need to be addressed and resolved. At Beaudesert State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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, Get Connected teacher, Relevant Year Level Student Service HoD or Guidance Officer



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.

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 Head of Department Student Services. 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.

Managing Cyber Bullying

How to manage online incidents that impact your school

Student protection

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

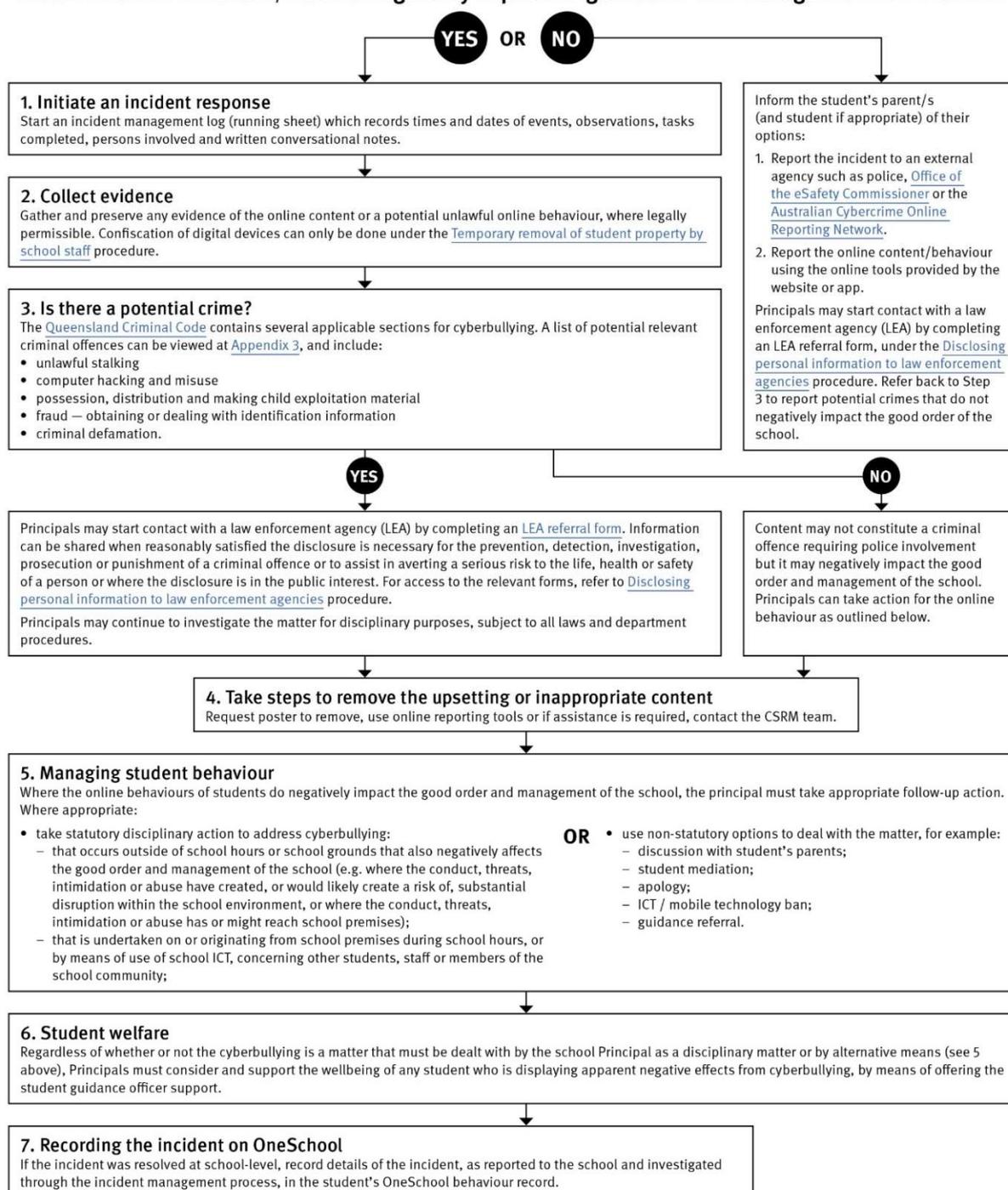
Explicit images

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

Help

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

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



Restrictive Practices

School staff at 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.

Critical Incident Response Procedure

1. Respond

- Anyone in proximity to, or involved, is to:
 - Immediately cease associated activities
 - Ensure the safety of yourself
 - Protect others from harm if safe to do so (evacuate space, clear area)
 - Control hazards if safe to do so and minimise risk
 - Provide first aid assistance or request medical attention if required
 - Advise a supervisor or Principal immediately
- Emergency procedures enacted by Principal or delegate (lockdown, evacuation, emergency assembly etc)
- Secure the incident scene

2. Report, classify, notify

- Gather details and statements from witnesses
- Classify level of risk (Class 1-5 and Dangerous Incident)
- School alert procedure enacted (if required)
- Incident debrief ensuring health and safety of all persons. Debrief will depend on the incident and may include whole school assembly, small group or one to one debrief and the inclusion of medical practitioners and EAP

3. Record and Review

- MyHR WHS recording of incident within 24 hours
- OneSchool recording of incident if required

4. Investigate

- What happened, why the incident occurred and preventative measures recorded in MyHR WHS

5. Corrective and preventative actions

- Ensure control measures are in place to minimise a repeat of incident
- Incident debrief for feedback

6. Communicate, evaluate and finalise

- The Principal will ensure corrective actions have been reviewed no later than three months following implementation

<https://ppr.qed.qld.gov.au/pp/health-safety-and-wellbeing-incident-management-procedure>

Taken from the **Health, safety and wellbeing incident management procedure**

Version number 1.2 | Version effective 03 October 2023

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

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