



# BEERWAH STATE HIGH SCHOOL

# Student Code of Conduct 2020-2023

## ***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 2019-2023

## Purpose

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

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The purpose of this plan is to establish good discipline in our school and depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

## Contact Information

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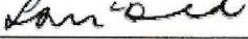
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Contact Person:  
Ms Lyn McDonald – Principal  
Beerwah State High School

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## Endorsement

Principal Name: Ms Lyn McDonald

Principal Signature: 

Date: 27/1/2021

P/C President and-or School Council Chair Name: Justine Baker

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

Date: 15/03/2021

Beerwah State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in 2020.

The following data has been collected and analysed to inform the development of this Student Code of Conduct:

- One School behaviour and attendance data
- Reboot Room data
- School Opinion Surveys
- Student Surveys
- Teacher Feedback
- Student Services Team Feedback
- Parent Feedback
- Referrals to outside agencies
- Buddy Room Referrals

A team of staff, students and parents lead the development of the *Positive Behaviour for Learning (PBL)* approach in the school. This lead group will meet approximately twice per term and regularly consult with staff and school community. Their collective work drives the review of the school plan and the key strategies that arise from it.

The Plan was endorsed by the Principal and the President of the P&C.

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# Principal's Foreword

## Introduction

We strive to achieve excellent outcomes for all through empowering high performance, fostering positive relationships and collaboratively nurturing well-being in order for all students to achieve their Personal Best. In order to create safe and productive learning environments that promote high expectations for behaviour, our school community values are:

- **Respect:** to treat self and others with consideration and regard, respect another person's point of view and property (includes school property).
- **Responsibility:** to own your actions, control your own behaviour and be prepared for all learning.
- **Safety:** to be accountable for one's own actions, resolve differences in positive and constructive ways in order to contribute to the wider school community.

Our Student Code of Conduct is based on our school values and the shared beliefs of the school community. This has followed extensive consultation with all stake holders in the school community using the *Quadrennial School Review* process and *Positive Behaviour for Learning Framework* to identify our school's core values and beliefs. This is reflected in the Positive Behaviour for Learning Matrix found in various areas around the school.

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

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

## P&C Statement of Support

As president of the Beerwah State High School P&C Association, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Lyn McDonald and the School Executive team has ensured that all parents/carers were able to provide feedback on current processes with the school. This has been an important aspect in the development of the Beerwah State High School Student Code of Conduct, as the awareness and involvement of parents/carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent/carer and child of Beerwah State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents/carers and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 30 provides an excellent starting point to understand how to approach the school about these types of problems.

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

## Data Overview

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

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

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four confidential surveys for

- Students
- Parents
- Staff
- Principals

### School Opinion Survey

#### Parent opinion survey

Performance measure	2016	2017	2018	2019
<b>Percentage of parents/caregivers who agree* that:</b>				
My child likes being at this school.	82.4	80.0	89.2	86.4
My child feels safe at this school.	82.4	81.1	83.8	84.1
My child's learning needs are being met at this school.	84.3	77.9	78.4	84.1
My child is making good progress at this school.	76.5	77.9	80.8	81.8
Teachers at this school expect my child to do his or her best.	93.9	92.6	89.2	84.1
Teachers at this school provide my child with useful feedback about his or her school work.	82.4	79.8	82.4	77.3
Teachers at this school motivate my child to learn.	79.6	75.5	71.2	68.2
Teachers at this school treat students fairly.	78.7	65.2	76.1	68.3
I can talk to my child's teachers about my concerns.	84.0	88.3	90.4	87.8
This school works with me to support my child's learning.	79.6	78.0	81.1	85.0
This school takes parents' opinions seriously.	77.8	69.4	75.7	77.8
Student behaviour is well managed at this school.	69.4	58.7	64.4	73.8
This school looks for ways to improve.	82.6	80.7	76.7	80.0
This school is well maintained.	92.0	89.5	89.0	81.0
My child is getting a good education at this school.	84.3	83.0	82.4	81.8
This is a good school.	84.0	76.8	80.6	81.0

## Student opinion survey

Performance measure				
Percentage of parents/caregivers who agree* that:	2016	2017	2018	2019
I like being at my school.	81.9	86.3	80.7	67.7
I feel safe at my school.	85.2	86.3	84.0	75.8
My teachers motivate me to learn.	79.5	80.8	88.2	70.0
My teachers expect me to do my best.	94.7	96.0	97.4	93.8
My teachers provide me with useful feedback about my school work.	81.0	85.5	86.4	77.7
Teachers at my school treat students fairly.	69.6	66.9	70.0	60.9
I can talk to my teachers about my concerns.	62.6	59.5	61.3	63.6
My school takes students' opinions seriously.	68.5	63.4	66.9	60.9
Student behaviour is well managed at my school.	50.4	51.2	56.3	45.0
My school looks for ways to improve.	81.2	84.0	87.2	76.6
My school is well maintained.	79.8	81.6	82.4	69.5
My school gives me opportunities to do interesting things.	79.5	80.8	85.6	77.3
I am getting a good education at my school.	90.2	85.6	87.4	81.4

## Staff opinion survey

Performance measure				
Percentage of parents/caregivers who agree* that:	2016	2017	2018	2019
I enjoy working at this school.	92.3	94.1	86.7	93.2
I feel this school is a safe place in which to work.	85.9	91.1	89.2	94.3
I receive useful feedback about my work at this school.	84.4	83.2	86.7	79.5
Students are encouraged to do their best at this school.	88.0	91.8	92.6	93.1
Students are treated fairly at this school.	97.3	90.7	92.6	92.0
Student behaviour is well managed at this school.	77.9	57.0	68.3	82.8
Staff are well supported at this school.	88.3	73.3	80.7	84.1
This school takes staff opinions seriously.	86.5	76.2	81.7	82.8
This school looks for ways to improve.	92.3	91.1	88.9	94.3
This school is well maintained.	96.2	95.0	85.4	89.8
This school gives me opportunities to do interesting things.	83.1	89.6	84.1	86.4

\*'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.



## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolments are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the year in their annual report. There are five categories of SDA: short suspension, long suspension, exclusion, cancellation and charge-related suspension.

The following table shows the count of the incidents for students recommended for each type of school disciplinary absence reported at the school.

Beerwah State High School Disciplinary Absences					
Type	2016	2017	2018	2019	2020
Short Suspension – 1 to 10 days	404	369	342	310	204
Long Suspension – 11 to 20 days	16	7	11	5	4
Charge related Suspension	0	0	0	0	0
Exclusions	2	3	5	3	1
Cancellations of enrolment	7	8	4	3	4

# Consultation

Consultation occurred with all key stakeholders

- Staff were asked to complete surveys and sections of the document were discussed and ideas and suggestions were incorporated into the policy. These sections included the bullying, mobile phone use, cyberbullying,
- Staff were asked to complete the PBL EBS survey and data from this survey was presented and discussed
- Other data sets were presented including School Opinion Survey and major and minor incidents
- Students were asked to complete a survey about their motivation and what impacts on their effort, subjects they find interesting and other activities they would like to do at school.

Collaboration with Parents and Caregivers occurred in the following ways:

- Newsletter articles describing Inclusive schools, Student code of conduct, Data information about behaviour categories showing gender differences and parent and caregiver survey
- Discussion at P & C meeting showing the result from the Effective Behaviour Survey from Positive Behaviour from learning process
- Parent involvement in the Positive Behaviour for Learning Committee
- Discussion at P & C about how parents and caregivers can contribute to improve the learning culture at the school.

## Review Statement

Beerwah State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Report cycle.

# Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

## Multi-Tiered System of Support

Beerwah State High School uses multi-tiered system of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data informed decision-making. Based on a problem solving model, in MTSS school staff match an increasingly intensive interventions to the identified needs of individuals.

### Prevention Description

#### Tier 1

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behaviour function into account
- providing a refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

#### Tier 2

Targeted instruction and supports for some students (10-15%) are more intensive than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The type of interventions offered at this level will vary according to the needs of student body, but all have certain things in common:

- there is a clear connection between the skill taught in the interventions and the school-wide expectation
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence based” interventions that are matched to the student’s needs).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation.

### Tier 3

Individualised services for a few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided to at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## Student Roles and Responsibilities:

The Positive Behaviour for Learning Matrix below outlines our agreed rules and specific behavioural expectations for students in all school settings:



### BEERWAH STATE HIGH SCHOOL SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX PERSONAL BEST



Time/Place	RESPECT	RESPONSIBILITY	SAFETY
<b>ALL SETTINGS</b>	<ul style="list-style-type: none"> <li>Follow all staff instructions immediately</li> <li>Speak politely and respectfully to others at all times</li> <li>Respect the personal space and privacy of others</li> <li>Hands off others, including their equipment and their belongings</li> <li>Treat all property with respect</li> <li>Respect school environment by keeping it clean and tidy</li> <li>Use mobile phones and other forms of electronic equipment courteously and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Behave in a manner that upholds and promotes the good reputation of the school</li> <li>Wear your uniform correctly and with pride</li> <li>Be honest and take responsibility for your words and actions</li> <li>Help keep the school clean and tidy</li> <li>Use technology appropriately</li> <li>Store bikes / skateboards and scooters in the appropriate place and locked away</li> </ul>	<ul style="list-style-type: none"> <li>Maintain safe and non-threatening environment</li> <li>Keep dangerous/ banned items out of school</li> <li>Follow sign in &amp; out process</li> <li>Report accidents or safety concerns to staff <b>immediately</b>.</li> <li>Resolve conflicts without physical or verbal aggression using problem solving strategies.</li> <li>Follow school procedures regarding safe and appropriate use of mobile phones &amp; computers / electronic devices</li> <li>Follow the Sun Safety Strategy</li> </ul>
<b>CLASS ROOM</b>	<ul style="list-style-type: none"> <li>Respect the right of others to <b>learn</b></li> <li>Raise hand when asking a question</li> <li>Hats off in class (<i>unless otherwise directed by a teacher</i>)</li> <li>Obtain teacher's permission to leave the classroom and return promptly</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for your <b>learning</b> - actively participate and engage in all activities</li> <li>Allow others to participate without interruption</li> <li>Be <b>on time</b> for all classes</li> <li>Be <b>prepared</b> for all classes – bring necessary equipment No food or drink in the classroom (<i>water excepted</i>)</li> <li>Follow set classroom procedures</li> <li>All mobile phones &amp; personal electronic devices are turned off and out of sight (<i>unless directed otherwise by your teacher</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly for teacher and then enter classrooms in an orderly manner</li> <li>Junior school students are to line up</li> <li>Use all equipment correctly</li> <li>Comply with Workplace Health and Safety regulations for each designated area</li> <li>Use technology safely and responsibly</li> <li>Store bags in appropriate port racks and not in doorways or classrooms.</li> </ul>
<b>TRANSITION</b> (movement to & from classes)	<ul style="list-style-type: none"> <li>Keep hands, feet and other objects to yourself</li> <li>Do not disturb other classes when moving throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>When the bell rings move quickly and quietly to get to class on time</li> <li>Follow teacher directions immediately</li> </ul>	<ul style="list-style-type: none"> <li>Stay out of the gardens and other out of bounds areas</li> <li>Move safely (in an orderly manner) throughout the school</li> </ul>
<b>NON CLASS ROOM</b>	<ul style="list-style-type: none"> <li>Sit quietly and listen attentively</li> <li>Applaud appropriately</li> <li>Follow teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>Turn off and put away all electronic devices (<i>mobiles/ iPods/ MP3's</i>)</li> <li>Sit in monitoring groups in stated area and in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>Proceed in and out of Student Centre or assembly area in an orderly manner</li> </ul>
<b>Assembly</b>			
<b>Canteen</b>	<ul style="list-style-type: none"> <li>Pay for all items you select</li> <li>Use good manners and treat all canteen workers with courtesy</li> </ul>	<ul style="list-style-type: none"> <li>Follow rules, signs and directions</li> <li>Only be in area if you are buying food</li> </ul>	<ul style="list-style-type: none"> <li>Line up in <u>a</u> orderly manner and wait your turn</li> <li>Leave bags outside canteen in designated area</li> </ul>
<b>Amenities</b>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Treat facilities with respect</li> </ul>	<ul style="list-style-type: none"> <li>Report smoking and vandalism immediately to the office</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets and wash basins appropriately</li> <li>Practise good hygiene</li> </ul>
<b>Grounds</b>	<ul style="list-style-type: none"> <li>Eat food in designated areas and place all waste in bins</li> <li>Use appropriate language</li> <li>Act responsibly and maturely when not under direct supervision</li> </ul>	<ul style="list-style-type: none"> <li>Share equipment /space and allow others to participate in activities</li> <li>Report accidents or safety concerns to staff immediately</li> <li>Wear enclosed/correct shoes at all times</li> </ul>	<ul style="list-style-type: none"> <li>Interact safely with others and in appropriate areas</li> <li>Ball games played only on ovals</li> <li>Use all equipment/facilities appropriately and safely</li> <li>Only play non-contact sport unless supervised by a teacher</li> </ul>
<b>NON SCHOOL SITES &amp; TRAVELLING TO AND FROM SCHOOL</b>	<ul style="list-style-type: none"> <li>Use good manners and appropriate language</li> <li>Always wear correct school uniform unless otherwise stated</li> <li>Interact politely/respectfully with members of community</li> <li>Show respect for property</li> </ul>	<ul style="list-style-type: none"> <li>Follow all staff instructions</li> <li>Use all equipment appropriately</li> <li>Follow Bus Code of Conduct</li> <li>Follow all traffic laws and make safe choices using designated pathways and crossings</li> <li>Follow the Sun Safety Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Follow school procedures for signing in and out</li> <li>Return permission forms and make payments (if relevant) by due date</li> <li>Be a good role model for BSHS</li> </ul>

### Teacher Roles and Responsibilities:

Role	Responsibility
<p>To assist my students to achieve their personal best I expect:</p> <ul style="list-style-type: none"> <li>• members of the school community to operate in a socially just way</li> <li>• to work in a safe, healthy and productive environment</li> <li>• to be free from discrimination</li> <li>• to be treated with respect and dignity</li> <li>• to be free from intimidation and harassment</li> <li>• to be free from threats and verbal and/or physical abuse</li> <li>• to have reasonable requests carried out promptly</li> <li>• to expect property to be safe</li> <li>• to be advised of any information which may influence a student's progress or welfare at school</li> </ul>	<p>To assist my students to achieve their personal best I will:</p> <ul style="list-style-type: none"> <li>• operate in a socially just way</li> <li>• teach to the requirements of ATSL Professional Standards Framework, Student Protection Policies, and the Code of Conduct</li> <li>• prepare lessons and units that deliver curriculum and differentiate learning for all students in my instruction</li> <li>• treat all people in our school community with dignity and respect at all times</li> <li>• seek to improve my teaching practices and effectiveness</li> <li>• be on time</li> <li>• follow agreed school/EQ policies and guidelines</li> <li>• treat members of our school community in a manner free from discrimination</li> <li>• inform parents at regular intervals of their student's progress including prompt feedback of any problems or concerns</li> <li>• refer any concerns about student behaviour or welfare to the appropriate staff in a timely manner</li> <li>• care for the school environment</li> <li>• contribute to a positive image within and outside the school</li> </ul>

### Parents and Guardians

Role	Responsibility
<p>To assist my child to achieve their personal best I expect:</p> <ul style="list-style-type: none"> <li>• members of the school community to operate in a socially just way</li> <li>• that the school community will do their jobs to the best of their ability</li> <li>• my child is learning in a safe, healthy and respectful environment</li> <li>• to be free from discrimination</li> <li>• to be treated with respect and dignity</li> <li>• to be free from intimidation, put downs and harassment</li> <li>• to be informed at regular intervals of my child's learning progress including prompt feedback of any problems or concerns</li> <li>• systems and procedures are implemented within the school to address issues affecting people's rights and the acceptance of their responsibilities</li> </ul>	<p>To assist my child to achieve their personal best I will:</p> <ul style="list-style-type: none"> <li>• operate in a socially just way</li> <li>• provide the necessary requirements for my child to learn effectively at school</li> <li>• send my child to school to ensure full attendance</li> <li>• accept the consequences of my children's decisions and actions and work with the school to improve outcomes</li> <li>• treat members of our school community in a manner free from discrimination</li> <li>• cooperate with members of the school community, and treat them with respect and care</li> <li>• advise the school of any information which may influence my child's progress or welfare at school</li> <li>• become familiar with policies, guidelines and the range of communication options available to access this information when necessary</li> <li>• contribute to a positive image within and outside the school.</li> <li>• Monitoring and support of responsible use of ICT and personal devices. Including Social media platforms.</li> </ul>

## Consideration of Individual Circumstances

Beerwah State High School considers the individual circumstances of students when applying support and consequences by:

- promoting a teaching/learning environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, cultural background and their emotional state
- utilising a coordinated, systematic approach to addressing the learning and behaviour needs of individuals via a case management approach to supporting "at risk" students
- recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

Staff at Beerwah State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

## Student Wellbeing and Support Network

Beerwah State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are intrinsically 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 state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting and learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### Curriculum and pedagogy

Schools acknowledge the positive impact that a meaningful relationship between teacher and student can have on students' academic and social outcomes. As part of our whole school's curriculum at Beerwah State High School, we build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in implementation of the P – 12 Curriculum, Assessment and Reporting Framework.

### Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

#### *Drug education and intervention*

Beerwah State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Beerwah State High School works closely with parents/carers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

Beerwah State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.



Beerwah State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Beerwah State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

#### *Suicide prevention*

Beerwah State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, senior Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Beerwah State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

#### *Suicide Post intervention*

In the case of a suicide of a student that has not occurred on school grounds, Beerwah State High School enacts a post intervention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Beerwah State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

Beerwah State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school in an inclusive, nurturing environment.

Student can approach any trusted school staff member at Beerwah State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact their student's Head of Year on the school phone number.

Role	What they do
Community Education Counsellor	Providing education counselling and support services to Aboriginal and/or Torres Strait Islander students and their families.
Youth Support Coordinator	Provides individual and group support to students to assist their engagement in education and training.
Behaviour Support Teachers	Provide behaviour support to students requiring assistance. Provide professional development and support to staff about behaviour support. Lead restorative conferences.
Chaplain	The school chaplain provides pastoral care for students, families and staff, regarding school-related challenges, family issues, trauma, health challenges, anxiety, grief, careers, relationship difficulties, big life questions and spirituality. The chaplain also runs small group activities, camps, student projects and is involved in the life of the school.
Guidance Officers	Supporting students by providing a comprehensive guidance and counselling program to address the educational, personal, vocational and holistic needs of the student
Head of Year	Provide behaviour support to students requiring assistance. Engage Parents/Carers in partnerships to create success for students. Case management of students by designing and implementing extensive Student Support plans;
Learning Support Staff	Provide high quality literacy and numeracy support programs for students under national benchmarks.
School- Based Youth Health Nurse	Works in an education and support role with students, school staff and parents to address concerns or problems about health and well-being.
Industry Liaison Officer	Supports students who have or are searching for a school based apprenticeship or traineeship.
Head of Department	Provide behaviour support for teachers within their faculty. Provide support for students unable to meet curriculum or behavioural requirements in their faculty.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with one of our Deputy Principals.

## Whole School Approach to Discipline

Beerwah 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 sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

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

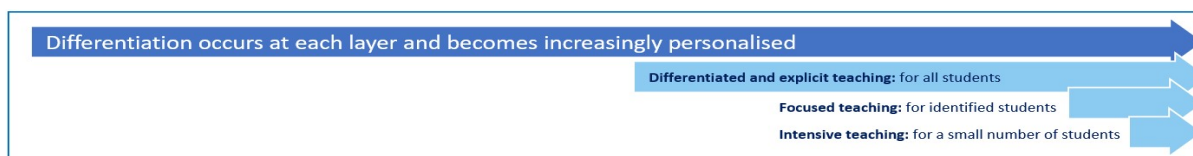
Any student or parent who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with your student's Head of Year or make an appointment to meet with the principal.

## Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students

Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

Every classroom in our school uses the PBL Classroom Expectations Matrix and the Beerwah Basics in as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in the classroom. These documents are on display in every classroom in our school and a copy of these are in the Appendices section.

## Focused Teaching

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

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

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

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

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

## Intensive Teaching

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

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

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

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

# Legislative Delegations

## Legislation

In this section of the Beerwah State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Beerwah State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. In-class corrective feedback, rule reminders and classroom consequences may be used by teachers to respond to low level or minor problem behaviours. Approximately 15% of the student population may experience difficulty in meeting the stated expectations and may require additional support to participate effectively in the classroom. For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations

Disciplinary consequences may apply to the following:

- on Beerwah State High School grounds,
- at official school functions, whether at the school or at an external venue,
- on excursions,
- during on-line interactions or through other telecommunication methods whether at school or at other locations
- interschool sport at home and away, and
- to and from school, including buses.
- in response to behaviours outside of school that affect the good order and management of the school.

Beerwah State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major problem behaviours. OneSchool is also used to refer problem behaviour to other staff for further follow-up and intervention, when required.

*Minor and major behaviours:*

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the relevant staff member, such as a Head of Year, Head of Department, Deputy Principal or the Principal

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:

1. Names the behaviour that student is displaying,
2. Asks the student to name the expected school behaviour,
3. States and explains the expected school behaviour if necessary, and
4. Gives positive verbal acknowledgement for the expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others,
- put others / self at risk of harm, and / or
- require the involvement of other staff, such as a Head of Year, Head of Department, Deputy Principal or the Principal.

**Major** behaviours result in an immediate referral to a Head of Year, Head of Department, Deputy Principal or the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member makes contact with the person to whom the student is being referred and documents the incident and the referral in OneSchool.

**Major** problem behaviours may result in the following consequences:

- Time in office, Reboot Room, alternate lunchtime activities, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Guidance Officer or other school-based support staff, isolation from regular classes, short or long term suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect their exclusion from the school to be proposed or recommended.

Level	Behaviour	Possible Consequences / Strategies
Minor – Class Teachers	<p>Inappropriate student behaviours to be dealt with at this level could include:</p> <ul style="list-style-type: none"> <li>• Bullying/Harassment (including Cyberbullying)</li> <li>• Disruptive</li> <li>• Dress Code</li> <li>• IT Misconduct</li> <li>• Late</li> <li>• Lying / Cheating</li> <li>• Misconduct involving object (e.g. littering)</li> <li>• Non-Compliant with routine</li> <li>• Property Misconduct</li> <li>• Refusal to participate in a program of instruction</li> <li>• Truant/Skip Class</li> <li>• Verbal Misconduct</li> <li>• Refusal or non-attendance of withdrawal room.</li> </ul>	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> <li>• Essential Skills for classroom management</li> <li>• Student hands in phone to front office</li> <li>• Buddy Room</li> <li>• Follow up on non-attendance</li> <li>• Restorative Chat</li> <li>• Parent Contact (recorded on OneSchool)</li> <li>• Lunchtime Detentions (max 20 min)</li> <li>• Seating Plan</li> <li>• OneSchool entry for behaviour (referred to HOY)</li> <li>• Contact with SEP Case Manager</li> </ul>
Major - Managed by Head of Year / Head of Department / SEP Case Managers	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> <li>• Poor Attendance</li> <li>• Defiant / Threat to Adults</li> </ul>	<p>Head of Year initiated actions could include:</p> <ul style="list-style-type: none"> <li>• Confiscation of illegal or prohibited materials.</li> <li>• Detentions – Lunchtime / Afterschool.</li> </ul>

	<ul style="list-style-type: none"> <li>• Other Conduct Prejudicial to the Good Order and Management of the School</li> <li>• Inappropriate use of electronic media</li> <li>• Physical Misconduct towards students</li> <li>• Refusal to participate in a program of instruction</li> <li>• Possess Prohibited Item</li> <li>• Substance Misconduct involving Tobacco and other Legal Substances</li> <li>• Threats to Others</li> <li>• Verbal Misconduct towards staff and visitors</li> <li>• Minor Behaviours that persist after repeated teacher intervention. (Identified by OneSchool referral to Head of Year).</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Parent Meeting</li> <li>• Formal Interview</li> <li>• Mediation / Restorative Meeting</li> <li>• Referral to Student Services / Guidance Officer / HOSES</li> <li>• Individual Behaviour Support Plan</li> <li>• Behaviour Monitoring Card</li> <li>• Referral to External Agencies</li> <li>• Flexible Learning Arrangement</li> <li>• Internal Suspension</li> <li>• External Suspension</li> </ul>
Major - Managed by Head of Year / HOSES / Deputy Principals / Principal /	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> <li>• Behaviours that persist after repeated Head of Year intervention. (Identified by OneSchool referral to Deputy Principal).</li> <li>• Other Conduct Prejudicial to the Good Order and Management of the School (Behaviour endangering self or others)</li> <li>• Physical Misconduct towards students</li> <li>• Physical misconduct towards staff and visitors</li> <li>• Substance Misconduct involving Illicit Substances</li> <li>• Physical misconduct using a weapon</li> <li>• Possess Prohibited Item</li> </ul>	<p>Head of Year / Deputy Principal / Principal initiated actions could include:</p> <ul style="list-style-type: none"> <li>• Parent / Caregiver notified</li> <li>• Referral to external agencies</li> <li>• Detentions</li> <li>• Formal Interview</li> <li>• External Suspension</li> <li>• Exclusion</li> <li>• Cancellation of Enrolment</li> </ul> <p>Students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be proposed or recommended for exclusion.</p>

School documents that will govern decision making include:

- School wide Positive Behaviour Matrix
- Essential Skills for Classroom Management
- Attendance Policy
- Uniform Policy
- Assessment Policy
- Aerosol usage policy
- Anti-Bullying Policy
- Senior Schooling Policy
- Bus Travel Policy
- Reboot Room Policy
- Mobile and Electronic Devices Policy
- ICT Policy
- Behaviour Intervention Process for compulsory and post compulsory schooling – [Click Here](#)



## School Policies

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

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

### Temporary removal of student property

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

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

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

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

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

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by

school staff. In circumstances where students are required to have their own knives or sharp tools for 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 Beerwah 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 Beerwah 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 Beerwah State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Beerwah State High School

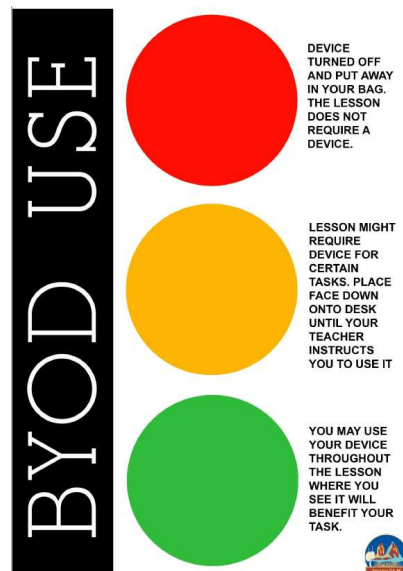
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Beerwah State High School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive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

## Use of mobile phones and other devices by students

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

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



### Responsibilities

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

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

- use their Bring Your Own Device (BYOD) for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device

- switch off and place the mobile device out of sight during classes unless the device is being used in a teacher directed activity to enhance learning
- **NOTE:** a mobile phone is not a BYOD and can only be used during class time with explicit instructions from their teacher.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during class time without explicit instructions to do so by their teacher
- use a mobile phone as hotspot to bypass network filtering
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Beerwah 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
  - 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

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

### 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 Beerwah 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 Beerwah State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that 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.

## Beerwah State High School - Bullying response flowchart for teachers

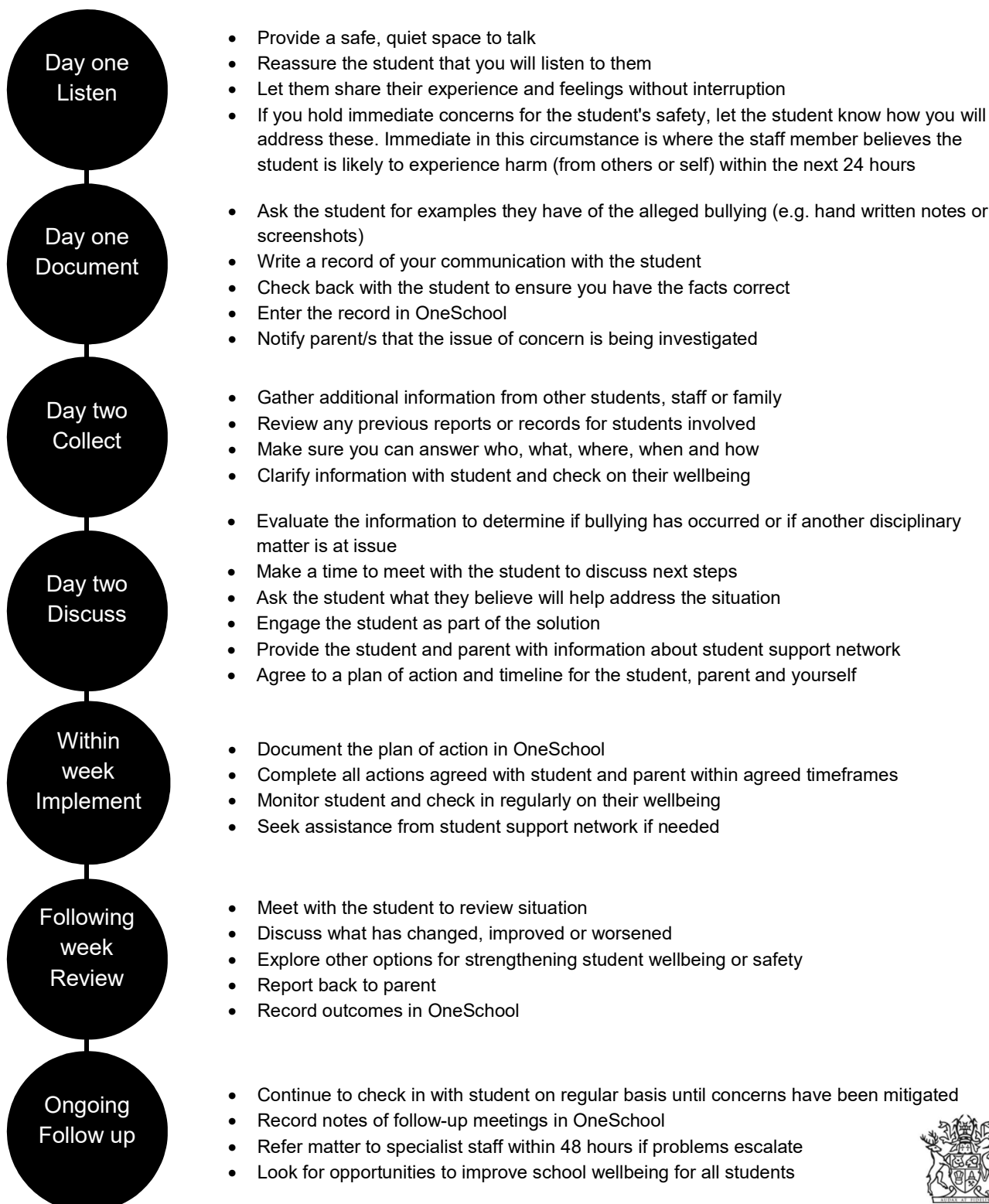
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

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

Year 7 to 12 – Form teacher or Head of Year

Deputy Principal – Scott Siddell (Year 7 – 9), Wayne Lancaster (Year 10 – 12)

Student can contact in person, via STYMIE, Email, Incident Form or book an appointment



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Head of Year. 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 Beerwah State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents 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 your Head of Year.

# Beerwah State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

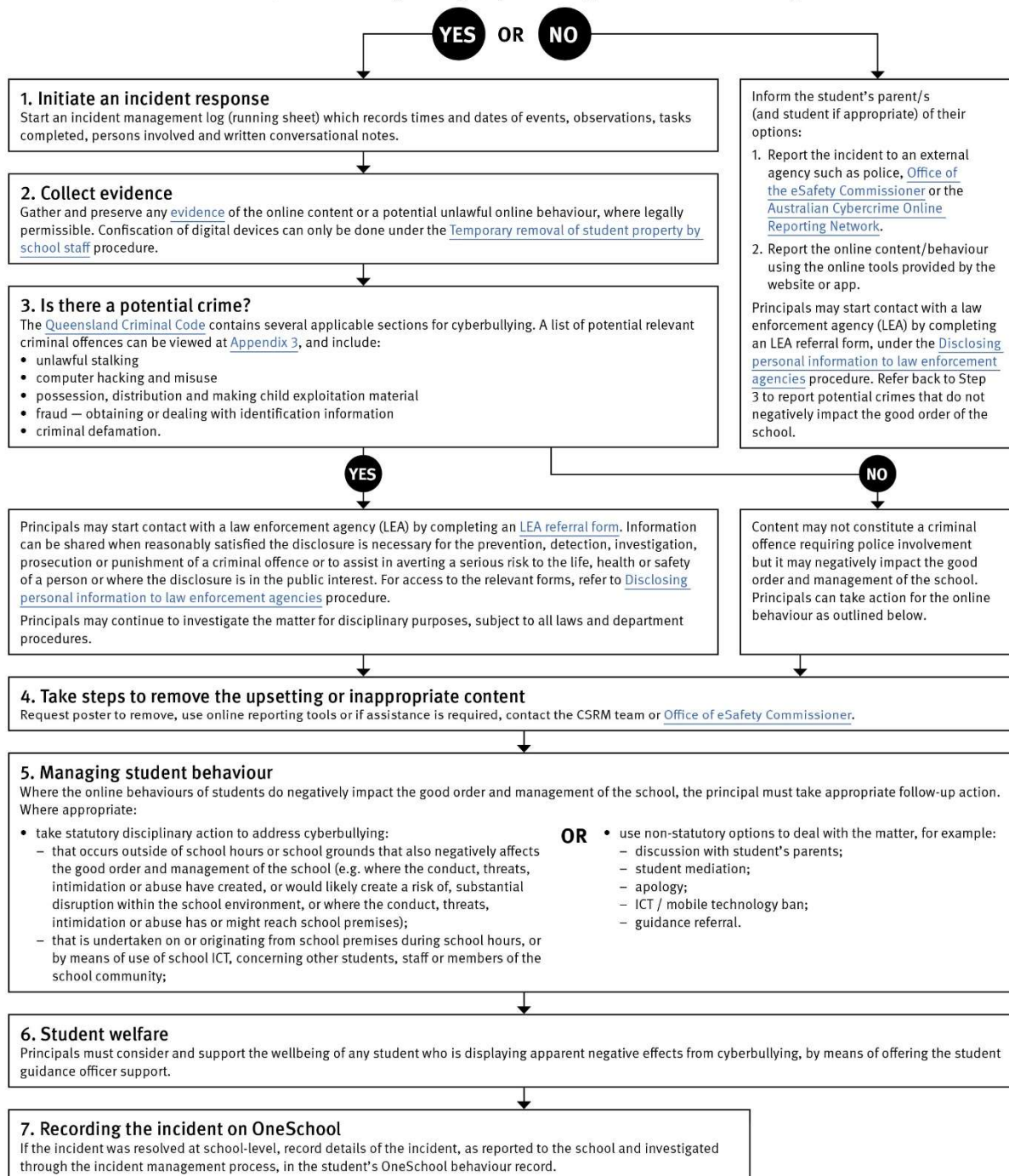
### Explicit images

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

### Report

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

Beerwah 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 Beerwah 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 includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Beerwah State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Beerwah State High School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### Beerwah State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Beerwah State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, physical ability, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Beerwah State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner.

When making a complaint, parents/carers have a responsibility to:

- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- not make frivolous or vexatious complaints or include deliberately false or misleading information

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Misconduct Commission or the Queensland Police Service.

The following four-step procedure assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the class teacher

The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's at the school, make an appointment with that teacher as soon as possible through the school administration to resolve the problem at this level.

The teacher will make a record of the complaint and report your meeting and any outcomes to the school principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the school principal to discuss the issue further.

2. **Early resolution:** discuss your complaint with the principal

If your complaint is related to school more generally, you should raise your complaint directly with the principal. The principal will make a record of your complaint and work with you to resolve the issue.

Complaints to the principal may be lodged by telephone, writing to in electronic format. Email addresses can be accessed through the schools directory.

3. **Internal Review:** contact the local Regional Office

If you have discussed the issue with the principal and still feel that your complaint has not been addressed, you have the right to contact the local Regional Office to conduct a review.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue.

When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the Regional Office will attempt to resolve the issue.



4. **External review:** contact a review authority

If you feel that your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent, external review of the department's decision

**The Ombudsman may be contacted at:**

**Office of the Ombudsman**

**GPO Box 3314**

**Brisbane QLD 4001**

**Phone (07) 3005 7000**

## Defintions Page

ASoT	Art and Science of Teaching
BYOD	Bring Your Own Device
EBS	Effective Behaviour Survey
ESCM	Essential Skills for Classroom Management
EQ	Education Queensland
FBA	Functional Behaviour Assessment
HOD	Head of Department
HOSES	Head of Special Education Services
HOY	Head of Year
IBSP	Individual Behaviour Support Plan
ICT	Information and Communication Technology
MTSS	Multi-tiered System of Support
P&C	Parents and Community
PBL	Positive Behaviour for Learning
SDA	School Disciplinary Absence
SEP	Special Education Program

## Essential Skills for Classroom Management (ESCM)

Essential Skills for Classroom Management (ESCM) are a system of positive and pro-active strategies for maintaining supportive learning environments.

1. Establishing expectations – Making rules.
2. Giving instructions – Telling students what to do.
3. Waiting and scanning – Stopping to assess what is happening.
4. Cueing with parallel acknowledgement – Praising a particular student to prompt others.
5. Body language encouraging – Smiling, nodding, gesturing and moving near.
6. Descriptive encouraging – Praise describing behaviour.
7. Selective attending – Not obviously reacting to certain behaviours.
8. Redirecting to the learning – Prompting on-task behaviour.
9. Giving a choice – Describing the student's options and likely consequences of their behaviour.
10. Following through – Doing what you said you would.