Student Code of Conduct

BRISBANE STATE HIGH SCHOOL

1. Endorsement

Principal:	Wade Haynes		09/12/2020
School Council Chair:	David Gillespie		09/12/2020
P&C President:	Michelle Koripas		09/12/2020

Contact: See School Website for details.

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2. Purpose

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

Our Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. It 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. We want to ensure a safe workplace for students and staff.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone. This assists us in creating and maintaining a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process.

3. Learning and behaviour statement

Our school community has adopted the following school purpose and values which underpin our approach to developing high standards of responsible behaviour:

Purpose

As a learning community we are committed to developing young people to achieve their potential intellectually, personally and socially.

Intellectually, as…	Personally, as…	Socially, as…
• life-long, curious **learners** and • independent, creative **thinkers**	• resilient, balanced **individuals** and • confident, principled **communicators**	• active, caring **citizens** and • enthusiastic, contributing **team members**

Values

Learning: we love knowledge, learning and curiosity

Brisbane State High School is all about *learning*. We believe that all people can learn and improve. Each individual has special qualities, interests and character to be developed. We provide learning experiences in all aspects of life. Young people will experience learning that is rigorous, future-focused, enterprising and transferable to the range of situations they will encounter. We believe that young people learn best when they have structure as well as space and time to foster creativity – time to think and grow. Our teaching is enriched through excellent relationships between learner and teacher which often inspire us to learn more. Learning should be inspirational, challenging and fun.

Excellence: we strive for world class standards and personal bests

We are committed to personal *excellence* and expect each person to strive for their best while consistently working hard. We believe in setting high standards and providing quality support to help people reach those standards and experience success. The school provides an extensive range of high quality opportunities and experiences so our students maximise their potential. Excellence for students and teachers means they take charge of their own learning, are self-disciplined, work collaboratively and engage in rigorous feedback to remain at the cutting edge of their studies/profession.

Respect: we earn respect for our integrity, humility and altruism

Each person at State High is expected to act with *respect* towards others, themselves and to their school. We expect staff, parents, students and supporters to act with a high level of personal integrity, modelling the best standards of personal behaviour. We reflect on our achievements with both pride and humility, seeing our work in a balanced perspective. We seek to help others unselfishly with a view that helping others is reward in itself.

Public Education: we celebrate diversity as well as the things that bind us together

Brisbane State High School proudly upholds the best of *public* education values; opportunities to excel regardless of personal circumstance. Public education is about universal excellence, access to education, being part of community and valuing diversity. We believe that partnerships, starting with those in our local community, provide a network of support and bring richness to the school experience. We celebrate our diversity, recognising that we have much to learn from the wide range of experiences of the people in our school community. At the same time, we recognise that there is much that we all have in common and we harness the power of the things that bind us together to benefit others.

These values support our pursuit of academic excellence, our commitment to leadership development and striving for personal bests in a range of endeavours. They also provide the platform for the development of responsible and proactive citizens.
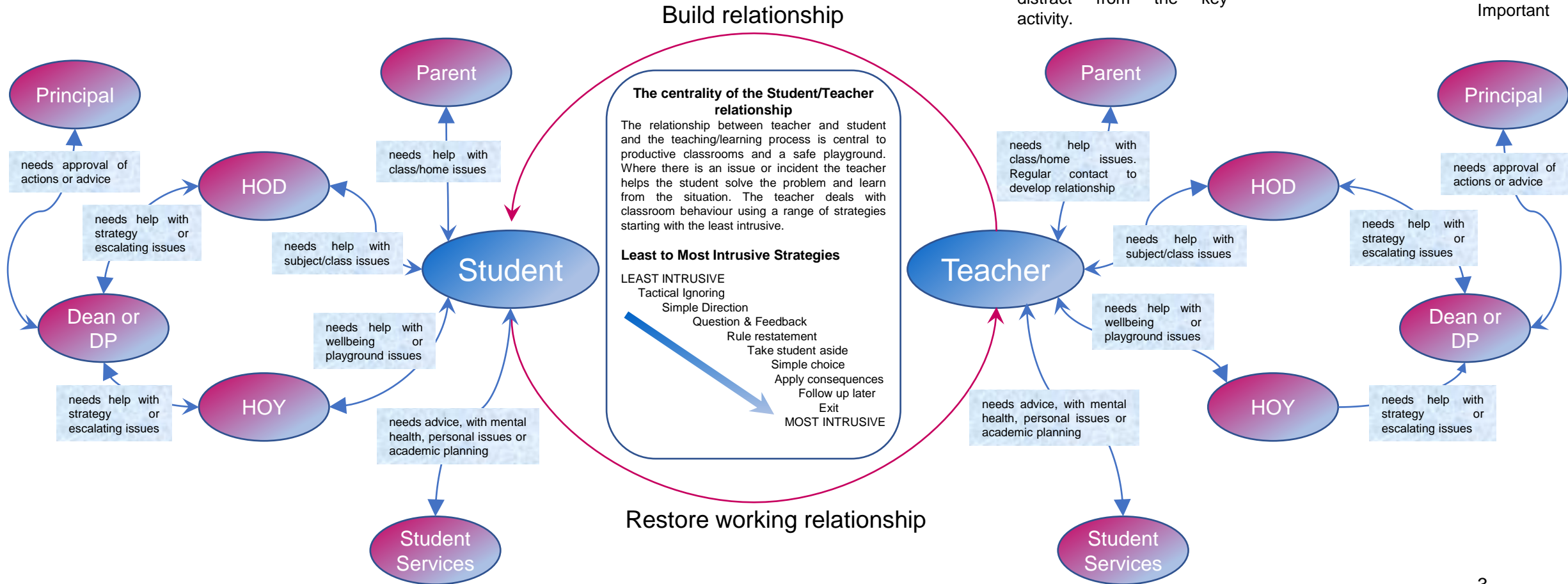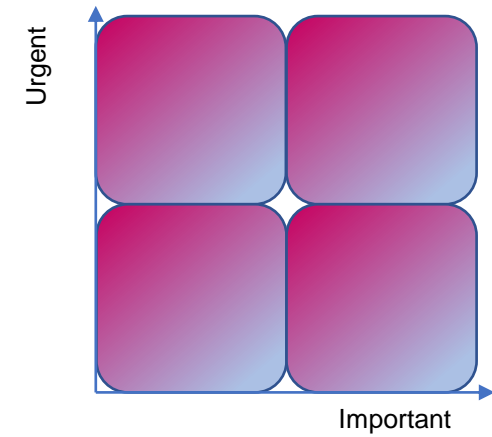
Brisbane State High School
Behaviour Flowchart

The success of our whole school approach to nurturing excellent behaviour is due to the relationships and support that exist among all people in our school community. We operate on a set of important principles and values that allow us to provide powerful support for families and students at this important time on our students' lives.

When deciding how to respond to an incident or concern, it is useful to consider the four quadrants of this graph to determine the appropriate response.

The first quadrant – low urgency and low level importance means that the student is helped in a low-key way when it won't distract from the key activity.

Urgent

Important

Build relationship

Parent

Principal

needs approval of actions or advice

HOD

needs help with class/home issues

needs help with strategy or escalating issues

needs help with subject/class issues

Dean or DP

Student

needs help with wellbeing or playground issues

needs help with strategy or escalating issues

HOY

needs advice, with mental health, personal issues or academic planning

Student Services

The centrality of the Student/Teacher relationship
The relationship between teacher and student and the teaching/learning process is central to productive classrooms and a safe playground. Where there is an issue or incident the teacher helps the student solve the problem and learn from the situation. The teacher deals with classroom behaviour using a range of strategies starting with the least intrusive.

Least to Most Intrusive Strategies

LEAST INTRUSIVE
   Tactical Ignoring
      Simple Direction
         Question & Feedback
            Rule restatement
               Take student aside
                  Simple choice
                     Apply consequences
                        Follow up later
                           Exit
                              MOST INTRUSIVE

Teacher

Parent

needs help with class/home issues. Regular contact to develop relationship

Principal

needs approval of actions or advice

HOD

needs help with subject/class issues

needs help with strategy or escalating issues

needs help with wellbeing or playground issues

Dean or DP

HOY

needs help with strategy or escalating issues

needs advice, with mental health, personal issues or academic planning

Student Services

Restore working relationship

3

4. Whole School Approach to Discipline

All areas of Brisbane State High School are learning and teaching environments. We consider every experience to be an opportunity for valuable personal and social learning. We seek active pro-social behaviours. We want the culture and climate of the school to support rigorous, strengths-based, holistic learning:

We believe:
- student behaviour is an educational issue rather than just an issue to be managed;
- parents play a primary role in supporting and nurturing their children, so our work with young people flourishes when we can work together;
- students learn best when they:
  - are treated with understanding, respect and politeness
  - feel safe and confident
  - feel challenged by the tasks they are completing
  - feel pride in their achievements
  - can work in a supportive classroom environment
  - are emotionally and physically well
  - have a sense of belonging to the school community.

Consideration of Individual Circumstances

While young people seek a reliable and consistent approach to discipline, we always look to the individual circumstances of the behaviour incident and the young person involved. In the end, we are seeking to ensure that students learn from all experiences at school. This means we treat each person, fairly, consistently and individually.

Each individual enjoys protections of natural justice and privacy.

We consider the individual circumstances of students when applying support and consequences by:
- promoting an 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Differentiated and Explicit Teaching

Differentiation occurs at three levels, starting with broad, common education and becoming more personalised as we move through the levels:

Level 1: Differentiated and explicit teaching: for all students
Level 2: Focussed teaching: for identified students
Level 3: Intensive teaching: for a small number of students.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** members of the school community. At Brisbane State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is directed towards all students and is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

School Values:	We expect that members of our school community will:

Learning	• Learn to the best of their ability in all activities.
	• Attend school every day.
	• Maximise the value from classes by
	    o Being prepared.
	    o Completing all classwork
	    o Being punctual
	    o Completing all homework
	• Behave in a way that actively contributes to an effective learning environment. Look after their health and encourage others to do so.
	• Seek out the information required for successful operation of the school.

Excellence	• Strive for personal bests in each endeavour. • Participate in a range of school activities.
Respect	• Uphold the values of the school. • Support and acknowledge the achievements of others. • Express opinions with dignity and using established protocols. • Behave well, even when no-one is watching. • Be honest. Behave and dress in a way that will display pride in themselves and their school. • Volunteer to lead and assist in a range of activities. • Care for the school environment and property. Respect other people's property.
Public Education	• Treat others with understanding and kindness. • Treat others politely. • Recognise, respect and value the differences of race, ethnic background, gender, socio-economic status, ability and disability.

These expectations are communicated to students via a number of strategies, including:
- Teaching expectations during class including ARC classes.
- Publication in StudentNet and the school website.
- Reinforcement on School and Year Level Assemblies.
- Reinforcement during extra-curricular activities.

We implement the following proactive and preventative processes and strategies to support the development of pro-social student behaviour:
- Behaviour expectations are explained during student induction to the school or at the beginning of each school year.
- Clearly defined policies and practices are published for the entire school community and applied fairly.
- Curriculum programs are designed to be challenging and relevant.
- A rigorous Pedagogy Framework is used in classrooms. It starts with building positive attitudes and perceptions and is capped by teaching dispositions towards behaving intelligently, or habits of mind.
- Positive behaviours and buoyancy strategies are taught in classes and ARC lessons.
- Younger students are systematically mentored by older students in a structured program.
- Students are encouraged to participate in a wide range of extra-curricular activities and to obtain their Spirit of State High award.
- A structured recognition program acknowledges and reinforces positive behaviour.
- The first response to a low-level and/or infrequent problem behaviour, is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

- Support personnel are employed to support students, including Guidance Officers, Chaplain, School Based Youth Health Nurse, School Based Police Officer and Youth Worker guide and support our students.
- The academic and social-emotional wellbeing of all students is the work of a dedicated Student Team.
- Individual learning plans are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These plans provide a personal framework of positive behaviour expectations and actions and enable staff to provide consistent strategies or adjustments across all learning environments.
- Specific policies provide clear guidance on:
  o the use of mobile phone and other devices at school (Appendix 2)
  o preventing and responding to bullying (Appendix 3)
  o appropriate use of social media (Appendix 4)
  o procedures regarding the use or possession of weapons in school (Appendix 5).
- Targeted behavioural support is provided to a small number identified students, each year. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.
- A range of strategies are employed to assist the students redirect behaviour and to develop the skills to be successful at school.
- Comprehensive systems of support are provided, as needed, for highly complex and challenging behaviours. These are regularly reviewed in consultation with parents/ caregivers and other relevant specialist staff. The Student Team:
  - develops appropriate behaviour expectations & strategies with other staff members.
  - monitors the impact of support for individuals through continuous data collection.
  - provides consistent strategies and adjustments outlined within the Individual Learning Plan.
- The Student Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family and other school staff

5. Legislative Delegations

Legislation

Legislation that links to 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.
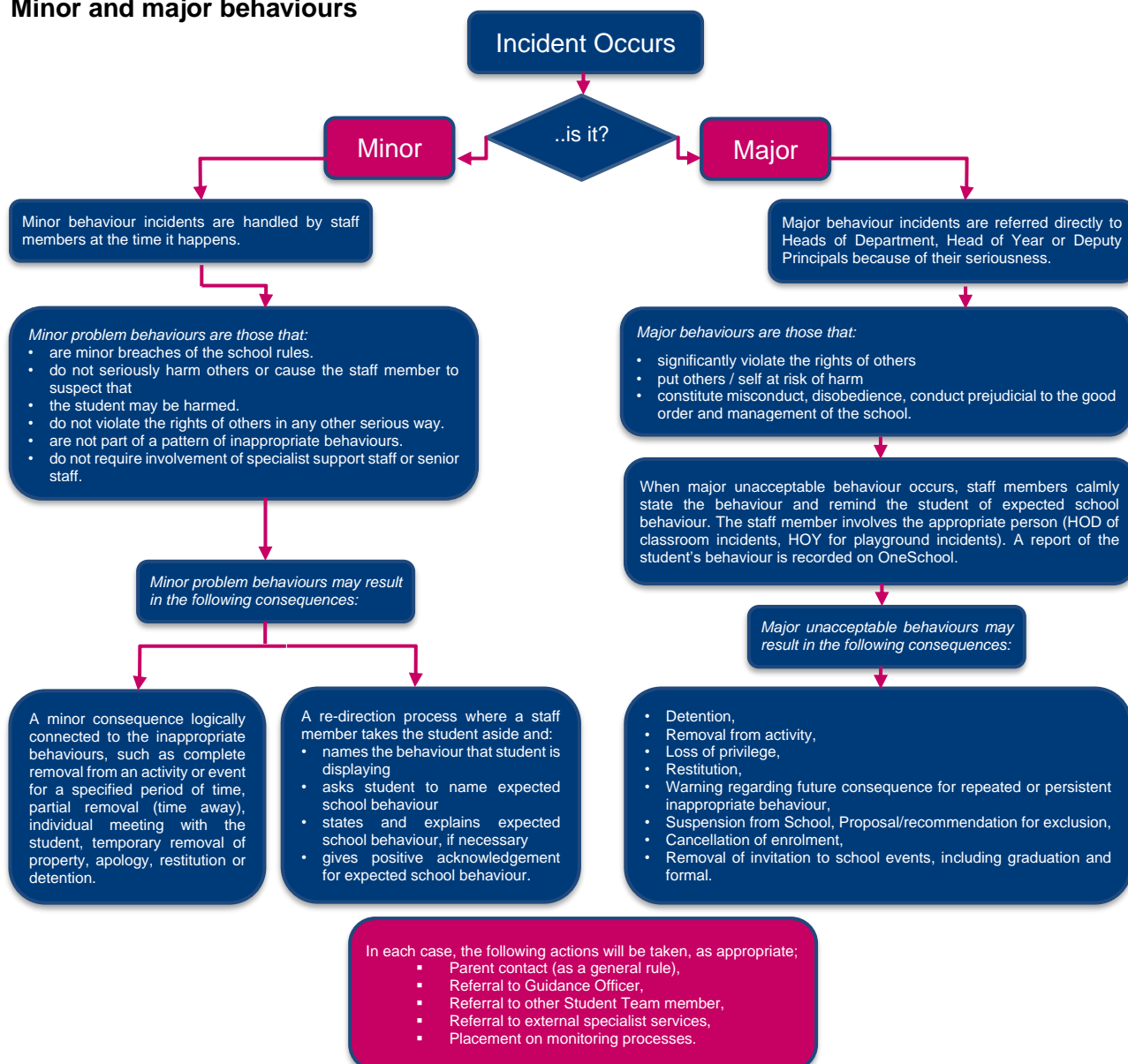
The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- 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

6. Disciplinary Consequences

We make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours. Our students are confident and capable of meeting established expectations and they generally seek to do so. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

Incident Occurs

..is it?

Minor

Minor behaviour incidents are handled by staff members at the time it happens.

Minor problem behaviours are those that:
- are minor breaches of the school rules.
- do not seriously harm others or cause the staff member 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 inappropriate behaviours.
- do not require involvement of specialist support staff or senior staff.

Minor problem behaviours may result in the following consequences:

A minor consequence logically connected to the inappropriate behaviours, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of property, apology, restitution or detention.

A re-direction process where a staff member takes the student aside and:
- names the behaviour that student is displaying
- asks student to name expected school behaviour
- states and explains expected school behaviour, if necessary
- gives positive acknowledgement for expected school behaviour.

Major

Major behaviour incidents are referred directly to Heads of Department, Head of Year or Deputy Principals because of their seriousness.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member involves the appropriate person (HOD of classroom incidents, HOY for playground incidents). A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Detention,
- Removal from activity,
- Loss of privilege,
- Restitution,
- Warning regarding future consequence for repeated or persistent inappropriate behaviour,
- Suspension from School, Proposal/recommendation for exclusion,
- Cancellation of enrolment,
- Removal of invitation to school events, including graduation and formal.

In each case, the following actions will be taken, as appropriate;
- Parent contact (as a general rule),
- Referral to Guidance Officer,
- Referral to other Student Team member,
- Referral to external specialist services,
- Placement on monitoring processes.

Definition of consequences*

Detention	The principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention can be applied during school hours, out-of-school hours or on non-school days. Teaching staff can use detention during the school day and this does not require prior notice. Students will be provided with food and toilet breaks. The Student Team may use out-of-school hours detention of up to 1 hour duration, with 24 hours' notice to parents and with consent.
Temporary Removal of Property	The principal or staff member of has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.
Suspension	The principal may suspend a student from school under the following circumstances: ▪ disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff ▪ the student is charged with a serious offence, refer to Suspension (charge-related) ▪ the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ persistent disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff ▪ if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

The following table outlines examples of inappropriate behaviour*

Area	Examples of Inappropriate behaviours	Possible Consequence
Classroom	Late to class.	Make up lost time
	Not completing classwork or homework.	Complete work under supervision
	Disrupting other students in class.	Detention
	Not completing course requirements.	Cancellation of Enrolment
	Academic Misconduct	Work not considered for marks
Use of Electronic Devices	Inappropriate use of electronic devices during class.	Device removed
	Accessing inappropriate content on an electronic device.	Withdrawal of network access
	Inappropriate use of/damage to the school network.	Withdrawal of network access Suspension/Exclusion
Environment & Property	Littering	Clean up a designated area
	Stealing	Return stolen item and recompense for harm caused
	Graffiti/damaging property.	Repair property/pay damages
Compliance	Missing detention.	Additional detention Suspension
	Wilful disobedience.	Suspension
Safety	Unsafe behaviour.	Make the situation safe
	Water or food fights	Clean up mess & Detention Suspension
	Possessing or using weapons.	Suspension/Exclusion
Attend	Truancy	Make up lost time
	Leaving the school grounds without permission/pass.	Monitoring of attendance Supervised breaks
Others	Threats/Bullying in any form.	Suspension/Exclusion
	Violence/Fighting	Suspension/Exclusion
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission.	Suspension/Exclusion
	Publishing inappropriate or abusive material about staff in any public or school domain.	Suspension/Exclusion
	Contacting media outlets without the authorisation of the Principal.	Suspension/Exclusion
Personal Conduct	Inappropriate language.	Detention/Suspension
	Failure to wear appropriate uniform.	Change in to correct uniform
	Possessing and/or using drugs, possessing drug implements, providing drugs or implements or being under the influence of drugs at school.	Exclusion
	Any sexually explicit act.	Suspension/Exclusion

*Please note that this is not an exhaustive list, as it simply identifies examples.

The following behaviours are considered inappropriate or unacceptable at Brisbane State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Principal reserves the right to make the final determination.

Area	Behaviours	Consequences
Classroom (see flowchart p3)	**Inappropriate classroom behaviours**	• The teacher will employ a range of strategies to re-engage the student in learning. • Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student is supported to choose to re-engage. • This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parents, individual planning, referral to support staff.
	Late to Class	• Teachers will discuss the absence with the student and make up the lost time. • Students may be issued with detention.
	Not completing classwork or homework	• Teachers will set new timelines for work completion, supervise the completion of work and contact parents as appropriate.
	Not completing course requirements	• Teachers will supervise the completion of work. • Heads of Department supervise completion of work. • Credit for the subject may be withdrawn. • Invitations to school events may be withdrawn. • Invitations to formal/graduation may be withdrawn • Enrolment may be cancelled.
	Academic Misconduct – see Learning Policy for further detail	• Academic integrity modules completed • Suspension • Duplicated work not marked
Use of Electronic Devices (see Appendices 2 and 4)	**Inappropriate use of Mobile phones or electronic devices in the classroom** • All mobile phones and other electronic devices must be turned off and out of sight in the classroom and outside of the class as the student is waiting to enter, unless they have been explicitly approved to be part of the lesson. • Permission must be sought before any recording or photographing takes place. • iPads are only to be used for learning when in classrooms.	• Students may be asked to put the device away. • Students who misuse mobile phones or any electronic devices in the classroom may be sent, at an appropriate time to the student counter on that campus. They will exchange the device for a ticket and on return to the class show this ticket to the teacher. Students may exchange the ticket for the phone from the office at the end of the day. • Where a student repeatedly misuses a mobile phone in or outside of the classroom the matter will be treated as wilful disobedience or harassment.
	Inappropriate email use e.g. offensive language **Visits to inappropriate Internet sites or downloading of inappropriate material.** e.g. pornography	• Students may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parents will be notified.
	Attempts to gain unauthorised access to any part of the **Network** systems e.g. Via hacking, 'spyware' or other "backdoor" methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network	• Minimum of suspension, removal of network rights and possible withdrawal from the subject. • Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Brisbane State High School.

Environment and Property	**Litter** *Whether dropped by an individual or surrounding a group of students*	• Student/s will be requested to pick up litter. • Staff will attempt to solve the problem with student/s. If this fails the student will be placed on detention or given a lunchtime environmental-related duty. • Refusal to comply with request may be regarded as disobedience.
	Stealing (or intent to steal) *or* **Interfering with the property of others**	• The student will be referred to a member of the Student Team. • The parent / caregiver will be notified, as appropriate. • The student will be required to restore property or make restitution to the owner. • The student will undertake detention or withdrawal for a period of time. • The student may face suspension or exclusion. • Police will be contacted, if necessary.
	Graffiti/damaging/destroying property (or intent to damage or destroy)	• Parent / guardian notified. • Student will repair / rectify damage in own time and at own or parent's / guardian's expense. • Student may be required to undertake school community service or detention / withdrawal for a period of time. • The student may be suspended or excluded. • Major damage will result in referral to police.
Compliance	**Missing Detention**	• Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention. • An additional detention is usually added to the original. • Repeated or blatant refusal to attend will result in suspension.
	Wilful disobedience	• Continued failure to comply with a reasonable request or instruction will result in detention, suspension or exclusion.
Safety	**Unsafe behaviour**	• Students will be required to make the situation safe. • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion.
	Water or food throwing/fights	• Students will clean up the mess made including any to their clothing. The space must be left safe. • Detention • Suspension
	Possessing or using weapons (see Appendix 5)	• Items that are considered unsafe may be confiscated. • Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others; or has the potential to do so. • Police will be contacted, if necessary.
Attendance	**Late to school**	• The student's name will be recorded on file at the student counter and a late slip will then be issued. Students who arrive at 9:45am or later will be marked absent for half a day. • Heads of Year will follow up with students with repeated absences. • Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face detentions, withdrawal of certain privileges and daily monitoring. • Documentation of persistent lateness will appear on reports.

	Truancy	•	Parents / guardians will be notified by the Head of Year or Attendance Officer of extended periods of unexplained absence from school by the student.
		•	Parents / guardians will be notified as soon as practical if a student is suspected of truanting.
		•	The student will be required to make up lost time. Students may face detention or supervised breaks.
		•	Student may be placed on a monitoring card.
		•	Cancellation of enrolment may occur for post compulsory age students.
		•	Intervention will be sought for compulsory school aged students who are chronic truants.
	Leaving school grounds without permission/pass	•	The Head of Year will be informed.
		•	Parent/caregiver will be notified.
		•	The student may spend their breaks under the supervision of the Head of Year.
		•	Detention.
		•	Persistent offences will be treated as disobedience.
Treatment of Others	**Bullying/Threats –** Verbal, physical, sexual/gender, social, racial, and bullying (including cyber-bullying) (see Appendix 3)	•	Students will be made aware of school policy.
		•	Students will be stepped through a process to change this behaviour.
		•	Mediation, detention, reparations can be expected.
		•	Restorative processes
		•	Students may be required to undertake an anti-bullying education program.
		•	Students may be withdrawn from classes or breaks for a specified number of days.
		•	Parent/guardian will be notified.
		•	Suspension/exclusion from school may occur.
		•	Parents will ensure that inappropriate materials are removed from public view or from the internet or any electronic device.
		•	Possible referral to Police.
	Violence/Fighting	•	Students suspended/excluded from school.
		•	Possible referral to Police.
School Community	**Parking vehicles in school grounds** All students who drive vehicles to school must register all appropriate details with the school, e.g. model, colour, registration number, name of driver, names of passengers, written consent from both driver and passenger parents.	•	Students may not park their motor vehicles in school grounds because of the limited space available. A student who parks their vehicle in school grounds will be asked to move it. If students continue to park their vehicles in school grounds will lose privilege and we may contact the police.
	Publishing inappropriate or abusive material about staff or school in any public or school domain including the internet. (see Appendices 2 & 4)	•	Students will be instructed to remove the material from public view or the internet.
		•	Parent/guardian will be notified.
		•	Students can expect to be suspended or excluded.
	Contacting media outlets without the authorisation of the Principal	•	Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be excluded.
Personal Conduct	**Inappropriate Language** Incidental Deliberate or persistent	•	Attention will be drawn to the language and the student asked to recognise its inappropriateness.
		•	The student will apologise to the offended party.
		•	The student may be asked to move away, do community service or detention.
		•	Students may be suspended.

	Inappropriate behaviour / dress on trips / camps / excursions / work experience	• The normal consequences for the inappropriate behaviour / dress will be implemented where possible. • If dress is deemed inappropriate, the student will be asked to change. • Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the parent's / guardian's expense. The parent / guardian will be notified of the action as will a member of Executive. • Depending on the nature of the inappropriate behaviour the student may be excluded from attending further trips/camps/excursion for a period determined by a member of Executive after consultation with all parties concerned.
	Failure to wear school uniform	• Students will be asked to change into the correct uniform. • Students may receive a detention. • Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day. • Parents will be notified and arrangements made to address the concern. • Persistent failure to wear the correct uniform will lead to an interview between families and a member of Executive to develop a suitable plan for adhering to school policy. • Failure to comply with uniform requirements may be treated as disobedience.
	Smoking cigarettes and/or vaping in / around the school grounds *Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Brisbane State High School.*	• A student is caught smoking, the suspension is usually 3 days. • If a student is caught for a second time, the suspension is usually 5 days. • If a student continues to smoke, he/she faces a 6 – 20 day suspension. • Undertake relevant health education program. Students who are in the company of smokers can expect similar consequences. Choose to move away!
	Possession of smoking materials (including vapes) in / around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Brisbane State High School student.	• If a student is suspected of being in possession of smoking materials, the student will be escorted to a staff member to Student Services where he / she will be requested to empty his / her bag. • If smoking materials are found in the student's possession, he / she will be suspended for a period of 3 days. Students will be asked to surrender the cigarettes and parents/ caregivers notified. Persistent offenders will face the same consequences as a student caught smoking cigarettes for a 2nd or 3rd time.
	Supply of drugs* on / around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Brisbane State High School student.	• Parents / guardians will be informed as soon as practical. • Students supplying drugs or any substance they purport to be a drug are typically excluded. • Police will be appropriately involved. Students who are in the company of those involved in a drug related incident can expect similar consequences. Brisbane State High School does not tolerate **drug supply**.

	Possession of drugs* or drug implements in / around school grounds *Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a Brisbane State High School student.*	• If a student is suspected of being in possession of drugs or drug implements, the student will be escorted to the office. Parents / guardians will then be called. Parents will be invited to the school as soon as practical. • Students in possession of drugs or drug implements or any substance they purport to be a drug are typically excluded. • Police will be appropriately involved. Students who are in the company of those involved in a drug related incident can expect similar consequences. Students who are attempting to acquire drugs or drug implements can expect similar consequences. Brisbane State High School does not tolerate **drug possession**.
	Use of drugs* on / around school grounds *Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a Brisbane State High School student.* *Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.	If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur: • The student will be brought to Student Services. • Parents / guardians will be notified as soon as practicable. • The student will be kept at separate from other students at school until parents arrive. They will be taken home by parents/guardians. • Where necessary, medical attention will be sought. • The Executive will conduct an investigation. • Police will be appropriately involved. • Students who are under the influence of drugs at school or have used drugs at school are typically excluded. Students who are in the company of those involved in a drug related incident can expect similar consequences. Brisbane State High School does not tolerate **drug use**.
	Any sexually explicit act	• Students will be counselled about socially acceptable behaviour. • Parents will be informed. • Students may be suspended or excluded. • A report will be made to the Police.

Ensuring consistent responses to inappropriate or unacceptable behaviour
Staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
▪ in the event of a serious, one-off behaviour incident or
▪ after consideration has been given to all other responses.

7. School Policies

School Policies can be found on the school website at: https://brisbaneshs.eq.edu.au/our-school/policies.

To assist with some specific process, the school has the following policies. These can be found in the appendices:

- temporary removal of student property (Appendix 1)
- the use of mobile phone and other devices at school (Appendix 2)
- preventing and responding to bullying (Appendix 3)
- appropriate use of social media (Appendix 4)
- procedures regarding the use or possession of weapons in school (Appendix 5).

8. Restrictive Practices

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

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

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

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

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

There may be some rare occasions where 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.

9. 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.

2. 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.

6. 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.

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.

In determining what constitutes a reasonable time to retain student property, the Principal or 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
- good management, administration and control of the school.

The Principal or 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 Brisbane 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, vapes or utensils, and 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. pornography, racist or extremist literature).

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

Responsibilities

Staff:
- 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:
- ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the 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:
- 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 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.

The use of mobile phone and other devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Students are encouraged to use technology to assist and extend their learning. The school encourages responsible and sensible use of technology, including encouraging students to take a break from using technology regularly.

We think that the 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.

While students may bring personal devices to school, they must be used in accordance to school policy. The school discourages students from bringing valuable items that may be damaged or stolen and only permits students to do so on the understanding that students are taking full responsibility for the device.

Student should be aware of the agreement they make for the BYOD program network user policy with its clear expectations and consequences:

https://brisbaneshs.eq.edu.au/supportandresources/formsanddocuments/documents/supportandresources/studentresources/byod-program-network-user-policy.pdf

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 to:

- use mobile phones or other devices 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, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or images
- 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 Student Code of Conduct. In addition students and their parents should:
- understand the responsibility and behaviour requirements that come with accessing the department's ICT network facilities
- ensure they report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    o 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
    o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for a, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Devices must be turned off and out of sight during assemblies or classes unless they are explicitly required as part of the lesson. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Brisbane State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1], including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Preventing and responding to bullying

Purpose

1. Brisbane State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
    - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
    - raising achievement and attendance
    - promoting equality and diversity and
    - ensuring the safety and well-being of all members of the school community.

2. 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. Our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

3. There is no place for bullying in Brisbane State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

4. Bullying behaviours that will not be tolerated here include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

5. Bullying may be related to:
    - race, religion or culture
    - disability
    - appearance or health conditions
    - sexual orientation
    - sexist or sexual language
    - young carers or children in care.

6. There is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the

frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

7. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

8. All students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

9. Bullying is managed in the context of general conduct that is deliberately kept at high levels. This means that specific problem behaviours can be dealt with more effectively. This will ensure that:
   - Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students have been taught the expected behaviours.
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

10. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety. For example, they are taught how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages. We tell students:
    - Not to respond to messages but keep them to report to parents and/or teachers immediately
    - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

    We will then investigate and respond to any incident of cyberbullying that impacts on school.

11. We take part in the National Day of Action Against Bullying and Violence. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent bullying.

The following flowchart explains the actions our 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. Timeframes should be clearly discussed and agreed with student and family.

First hour Listen
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Same Day Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Provide immediate strategies for the student to apply so they can return to class
- Enter the record in OneSchool and notify parents

Day two Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Include who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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
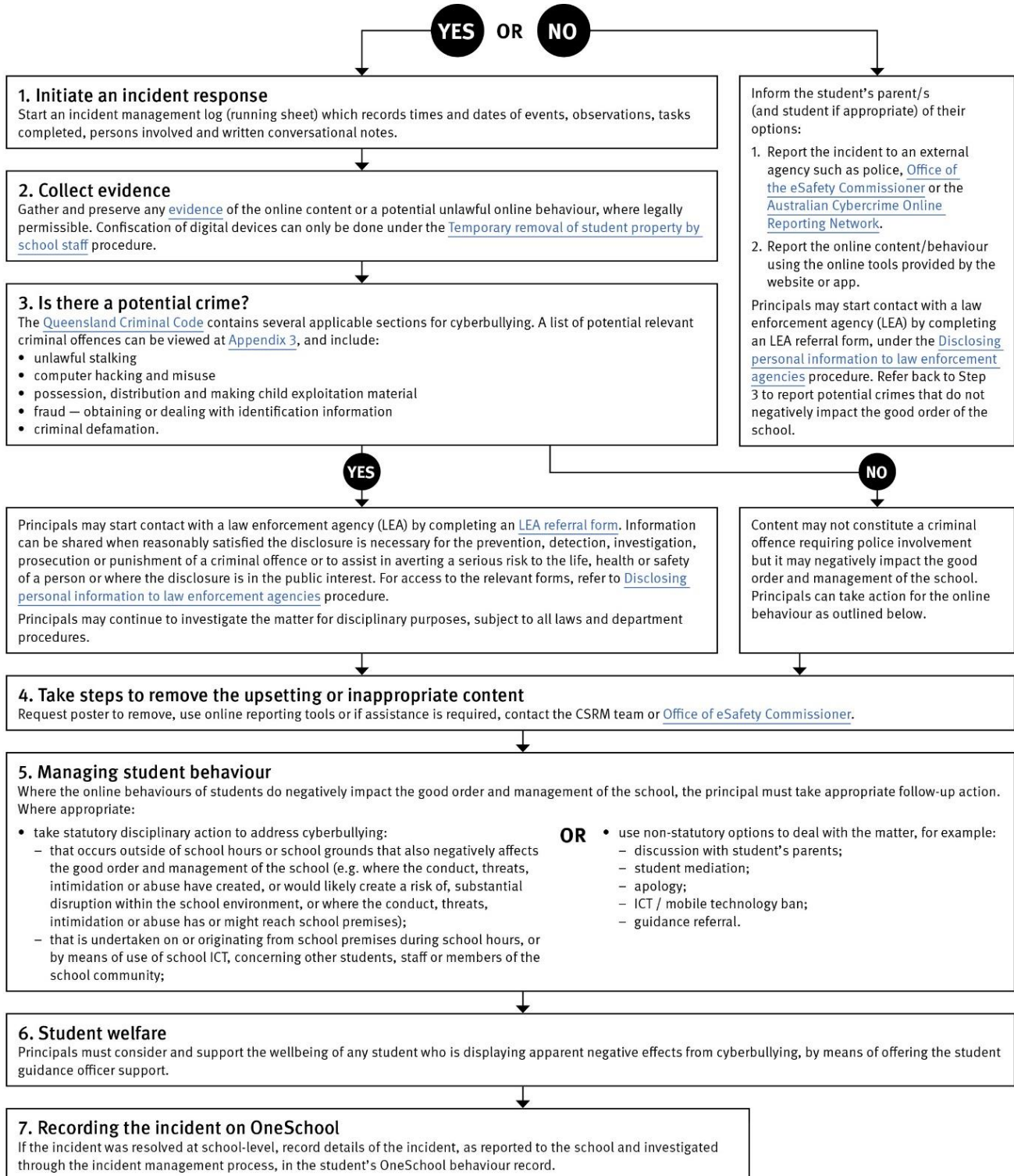If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in '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.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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.
- 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.
- Parents 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
- seek assistance from school staff
- report the content to the social media provider.

Procedures regarding the use or possession of weapons in school

We can work together to keep knives out of school. At Brisbane State High School every student has the right to feel safe and be safe at school. As a result no knives are allowed to be taken to school by students. There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- 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 Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, the principal can inform the police.
- Possessing a knife at school may result suspension or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep our school safe?
- Make sure your child knows what the laws and rules about knives.
- Check that your child does not carry a knife on their person or in their bag.
- Contact your school principal if you believe your child is being bullied or threatened at school.

Considerations for taking Incident Statements

Name: …………………………………………… Date: ………………………

Person Completing Form: ……………………………………………………………..

PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff member when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).