



BEENLEIGH STATE HIGH SCHOOL

Student Code of Conduct 2020-2023

Every student succeeding

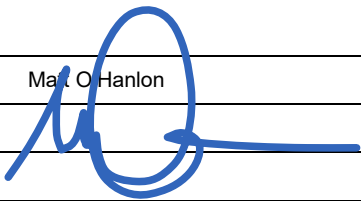
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

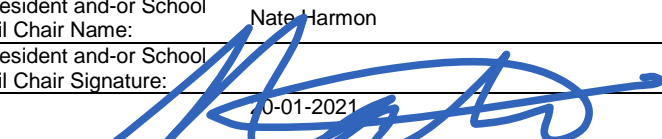
*Queensland Department of Education
State Schools Strategy 2020-2024*

Contact Information

| | |
|-------------------------|-----------------------------------|
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Endorsement

| | |
|----------------------|---|
| Principal Name: | Matt O'Hanlon |
| Principal Signature: |  |
| Date: | 20-01-21 |

| | |
|--|---|
| P/C President and-or School Council Chair Name: | Nate Harmon |
| P/C President and-or School Council Chair Signature: |  |
| Date: | 20-01-2021 |

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Purpose

Beenleigh State High School (SHS) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Beenleigh SHS *Student Code of Conduct* sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Whole School Approach to Discipline

Beenleigh SHS 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 Beenleigh SHS 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 opportunities to re-teach.

The development of the Beenleigh SHS 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 students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Behaviour for Learning (PBL) expectations in place for students, We Care, We are Responsible and We Achieve.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Beenleigh SHS.

| | CARE | RESPONSIBLE | ACHIEVE |
|--|--|--|--|
| Classroom | Build Resilience Seek Help Show Kindness Think Positively | Participate everyday Practice self-control Respect others Effort leads to success | Read Everyday Set Goals Think Critically Work Collaboratively with others |
| RESPONSIBLE | | | |
| Playground Area | | Keep your area clean Stay within school boundaries Cooperate with others Respect personal space Move to class as the bell goes | |
| In the community before, during and after school | | Be safe Represent your school, your family and the community with pride Contribute positively to the community | |
| Toilets | | Respect people, property and privacy Practice good Hygiene Report bullying | |
| Tuckshop | | Be Courteous - Line up - Use your manners - Wait your turn - Know your order | |
| Parades | | Be punctual Demonstrate courtesy to presenter Respect Others Sit in specified area and class group | |

Parents and staff

The table below explains the PBL expectations for parents/carers when visiting our school and the standards we commit to as staff.

Care

| <i>What we expect to see from you (Parent/Carers)</i> | <i>What you can expect from us (Staff)</i> |
|---|--|
| You establish respectful relationships with school staff, other students and their families and ensure that your student arrives at school on time, every day and ready to learn. | School staff model caring and respectful behaviours to students, parents/carers. |

Responsible

| <i>What we expect to see from you (Parent/Carers)</i> | <i>What you can expect from us (Staff)</i> |
|--|--|
| You understand and respect that the student code of conduct prescribes the rules that make our school safe, ensuring that teaching and learning are our main priorities. | School staff create safe and positive environments with clear rules, acknowledgements and consequences that guide student learning behaviours. |

Achieve

| <i>What we expect to see from you (Parent/Carers)</i> | <i>What you can expect from us (Staff)</i> |
|--|--|
| You understand and value that the school is committed to developing and maintaining regular contact with parents/carers, ensuring that students are supported in their learning. | Parents/Carers are notified about school events and learning outcomes through phone calls, texts, emails, newsletters, and Beenleigh SHS social media. |

Consideration of Individual Circumstances

Staff at Beenleigh SHS 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 to 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.

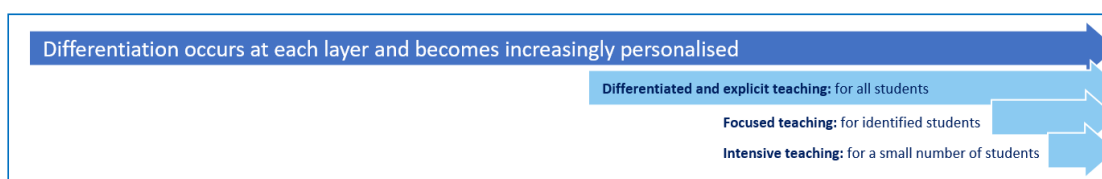
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Beenleigh SHS 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.

Beenleigh SHS 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 supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, 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 their classroom. The completed

matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Evidence into PBL implementation in High Schools projects that High school need to focus on the development of the behaviour skills required in the real-life adult world, not just the classroom. The Beenleigh SHS classroom behaviour matrix is an example of the emotional, social and learning behaviours required of adults in the modern world. Each week, a *subvalue* is selected as a *weekly-focus* and each day a different daily *spotlight* teaching lesson is emailed to every teacher each morning and teachers are expected to model and teach this episode in every period of each day.

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.

Each week, the PBL Tier 2 team meets to review OneSchool behaviour data to identify students in need of additional focussed behaviour support. As each term progresses, these students are identified and placed into our Tier 2 supported programs for the following term.

Support staff, Behaviour Advisory Teachers (BATs), guidance Officers with specialist expertise in behaviour learning, development, work collaboratively with class teachers at Beenleigh SHS to provide focused teaching. These programs appear as a subject on each of the student's timetables and occur for a term's duration. In the term following these programs, these students are case managed by these support staff to measure the impact of these programs on each of the students using a SAEBRS assessment. Additionally these staff will determine if each student;

- no longer requires the additional support
- require ongoing focussed teaching
- or require intensive teaching.

Beenleigh SHS 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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- SAEBRS assessment
- Rock & Water
- Check and Connect
- Shared Concern Method
- Functional Based Assessment
- RAGE/SEW WHAT

For more information about these programs, please speak with the Engagement HoD.

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.

Analysis of school data revealed males continued to make up an overwhelming proportion of students experiencing disciplinary problems and school exclusion. **Operation ComMANdo Program (OCP)** was designed to address male aggression and verbal and emotional reticence through construction of affirmative masculinities via a framework of quality pedagogical practices and positive teacher-student relationships. The program is 10 weeks consisting of small groups with a maximum intake of 10 students. During week 7 of each term, extensive analysis of data is conducted to identify Tier 2/3 students from years 9 and 10 to commence the program at the beginning of the next term. The major parameter for identifying students is a continued cycle of misbehaving despite extensive support. In week 10 parents are invited to attend a meeting where students are inducted into the program to commence the following term. The program commenced in term 1 2017.

As students do not attend mainstream classes for 10 weeks, to ensure students do not fall behind their peers, and in line with Australian Curriculum requirements, the program provides challenging learning experiences that further develop literacy and numeracy.

We CARE

| | Data | Strategies/Support | | | | Staffing |
|---------------------------|--|---|---|--|---|---|
| Intensive | Serious at-risk behaviours/disclosure | Individual Case Management/External Agency Referrals DOCS/CHYMS referral, Mental Health Plans In-school Alternative programs: Operation Commando | | | | Deputies + See Tier 2 staffing |
| Focused | Self/student referral Behaviour/effort grades | Wellbeing hub, Skattle, Feeling Fantastic Referrals: Internal referrals (student support team, Breakfast & lunch provisions) & External Referrals (FCC, Wesley Mission, Street University etc.), Group support programs: Rock & Water & Social skilling (Using Sensibility), RAGE SEW WHAT (Girls Program) | | | | Guidance Officer YSC Chaplin School Nurse School Based Youth Health Nurse BAT HOD Engagement |
| Explicit & Differentiated | ALL STUDENTS | Whole-school Strategies/Support Whole School Spotlights & Classroom/Parade Presentations Respectful Relationships Program Optus Digital Thumbprint/Other Engagement Presentations Student focus groups | | | | Guidance Officer HOD Engagement |
| | | Build resilience Create effective, safe & supportive learning environments that meet the needs of student | Seek help Understand school referral process Understand relevant issues affecting students e.g. Trauma, SES, generational welfare dependency etc. | Show Kindness Apply Restorative Justice Practices | Think positively Promote a Growth Mindset Teach Pathways lessons Reward students | ALL STAFF |
| | | Australian Professional Standards for Teachers: Standard 1, Standard 4, Standard 3.1, 3.5, 3.7 Australian Curriculum General Capabilities: Personal and Social Capability, Ethical Understanding, Intercultural Understanding | | | | |

We are RESPONSIBLE

| | Data | Strategies/Support | | | | Staffing |
|---------------------------|--|--|--|--|---|--|
| Intensive | Behaviour: >7 One School behaviour Incidents Attendance: <50% Present >10 Truant/2 weeks | Individual Case Management In-school Alternative programs: Operation Commando EQ Enforcement of attendance/Cancellation of Enrolment process Referral to External programs(e.g. STEPS, Centre Ed, Toogoolawa, Get Set for Work, ELC Yr 10 program, Southside School, YMCA, Yourtown), School access modification Risk Management Flowchart | | | | Deputies + See Tier 2 staffing |
| Focused | Behaviour: 3-6 One School behaviour Incidents Attendance: 50-90% Present >5 Truant/2 weeks | Case management, SAEBR5 assessment Attendance monitoring/Parent meetings Referrals: Internal referrals (student support team, Breakfast & lunch provisions) & External Referrals (FCC, Wesley Mission, Street University etc.) Group support programs: Rock & Water & Social skilling (Using Sensibility), SEW WHAT (Girls) Return from suspension meeting | | | | HOD Engagement HOD Jrn Sch HOD Srn Sch BAT Attendance TA Participation Officers |
| Explicit & Differentiated | ALL STUDENTS | Whole-school Strategies/Support PBL Rewards/Strategies/Spotlights Daily/Fortnightly attendance contact home Teacher positive contacts Ready Set Go Year level assemblies | | | | HOD Engagement |
| | | Participate everyday Use Schoolwide behaviour & attendance processes | Practice self-control Apply Essential Skills for Classroom Management | Respect others Develop productive Teacher-student relationships/rapport | Effort leads to success Develop student Grit through appropriate feedback & positive reinforcement | ALL STAFF |
| | | Australian Professional Standards for Teachers: Standard 4, Standard 3.7, Standard 5.2 Australian Curriculum General Capabilities: Personal and Social Capability, Ethical Understanding, Intercultural Understanding | | | | |

We ACHIEVE

| | Data | Strategies/Support | | | | Staffing |
|---------------------------|---|---|---|--|--|--|
| Intensive | PAT R data below expected year level as well as all academic data below C WISC | Intensive support strategies Support class – alternate curriculum pathway Special Education Unit Cancellation of enrolment | | | | HOD Inclusion HOD Junior Secondary HOD Senior School HOSES |
| Focused | Extension English class Year 7 and 8 core literacy classes EALD students Academic data: failing three subjects | Targeted support strategies (including U2B) Foundation class Literacy support STEAM classes Reading benchmarking intervention Academic probation (junior and senior) Senior tutor assistance EALD support class | | | | HOD Inclusion HOD English HOD Science HOD Junior Secondary HOD Senior School |
| Explicit & Differentiated | ALL STUDENTS | Whole-school Support strategies Pedagogical framework Reciprocal teaching bookmark Reading Strategies bookmark Critical thinking trading cards Ladders of Success TEEEL, Reciprocal Teaching, Graphic Organisers, Mastery | | | | HOD Inclusion HOD Engagement All curriculum HODs |
| | | Read Everyday Students will be able to access subject specific text, pitched at their reading ability. | Think Critically Cognitive verbs are discussed and embedded within the WALT Questions are asked by both the teacher and the students. | Work Collaboratively with others Gradual release of responsibility is used to help students work with others. | Set Goals Students discuss with teachers self-reported grades Ladders of success are displayed in rooms or digitally Explicit learning goals and how to achieve them. | ALL STAFF |
| | | Australian Professional Standards for Teachers: Standard 1, 2, 3, 4.1, 4.2, 5 Australian Curriculum General Capabilities: Literacy, Numeracy, Critical and Creative thinking | | | | |

Disciplinary Consequences

The disciplinary consequences model used at Beenleigh SHS follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

In a productive classroom, all students are on task and no disciplinary action is required. Positive reinforcement of appropriate behaviours and positive achievements could include; verbal reinforcement, PBL Rewards, phone calls/letters/emails to parents for good behaviours/achievements and record of achievements for formal acknowledgement. Whilst the focus is on proactive and preventative approaches, certain behaviour requires intervention and consequences. These behaviours range from behaviours that the classroom teacher should manage without referring for support, to Minor referrals after attempts by the teacher to manage in the classroom, applying strategies, speaking with the HOD and calling home. Major referrals are for those behaviours that require immediate support from the HOD or senior management to determine behaviour consequences.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operation

Differentiated

| BEHAVIOURS TO BE MANAGED IN THE CLASSROOM USING A <i>DIFFERENTIATED AND EXPLICIT APPROACH</i> | POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES |
|--|---|
| <p>Examples of Universal Behaviour include:</p> <ul style="list-style-type: none"> • Calling out • Late for class • Homework incomplete • Failure to bring equipment • Inattention • Rudeness to others • Play fighting • Uniform • Litter • Inappropriate use of ICT, electronica, recording devices, phones and other valuables • Inappropriate displays of affection • Minor health and safety issues e.g. swinging on chairs, throwing small objects etc. • Eating and drinking in all learning areas except computer rooms (water OK) • Not following instructions • Undue noise (tapping pencils) • Inappropriate language (not including swearing) • Consistent lack of class work • Refusal to complete assessment | <p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> • Re-teach behaviour expectations directly • Verbal correction • Apology • Loss of privileges • Detention • Classroom meeting • Verbal negotiation • Reminder of classroom expectations • In-class separation or isolation • Removal from classroom for one-on-one resolution • Assign student to accompany you on playground duty • Assign student a lunchtime detention • Contact with parent <p><i>If repeated incidents of the above actions produce no improvement in the student's behaviour, then the student should be referred as a Minor on OneSchool after you have contacted the parent/guardian.</i></p> |
| PERCEIVED BULLYING/CYBERBULLYING /SEXTING TO BE MANAGED IN THE CLASSROOM USING A <i>DIFFERENTIATED AND EXPLICIT APPROACH</i> | POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES |
| <p>Decisions made by member of staff to determine if bullying/Cyberbullying/Sexting is occurring?</p> <ul style="list-style-type: none"> • Is this the first time that this issue/ incident reported to you by the student or peers in the classroom? • Is this the first time that this issue/incident reported to you in the lesson/subject/duty? • Did the incident occur at school today? • Is this incident or issue occurring at home under the care of parent/guardian? • Does the incident involve a threat of violence or public humiliation of another student or staff member or Beenleigh SHS made by a student through social media and Cyber networks? • Is the student's safety/Wellbeing at Risk? If yes, refer to Engagement Support Team or Administration if urgent. | <p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> • Re-teach behaviour expectations directly • Listen to student. Acknowledge student's concern/empathise • Keep personal notes observing behaviours • Choose appropriate time/place to get version of events from all concerned parties • If you believe there are minor grounds to perceived to bullying/Cyberbullying/sexting, acknowledge your concerns and attempt to restore relationships • If you believe this is bullying, contact parents of student/s involved to discuss possible actions and refer to Engagement Support Team |
| <p>When determining consequences, individual circumstances are always considered.</p> | |

Focussed

| MINOR BEHAVIOUR TO BE RECORDED AS MINOR IN ONE SCHOOL AND REFERRED TO HOD REQUIRING A MORE FOCUSSED APPROACH | POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES | | | | | | | | | | |
|---|--|----------------|--------|--------------|--------|---------------|---------|---------------|----------------|-------------------|---|
| <p>PLEASE SELECT ONLY <u>ONE</u> CATEGORY IN ONE SCHOOL</p> <p><i>Prior to referring this minor incident on OneSchool, the teacher should be able to demonstrate that they have applied a range of support strategies.</i></p> <ul style="list-style-type: none"> • IT Misconduct • Late • Lying/Cheating • Physical Misconduct • Verbal Misconduct • Property Misconduct • Non Compliance with routine • Defiant Threat to Adults • Disruptive • Prohibited Items • Refusal to Participate • Threat to others • Truancy • Misconduct involving Object • Dress Code | <p><i>Heads of Program, in consultation with the class teacher, and/ or Administration, will initiate a more focussed approach which could include:</i></p> <ul style="list-style-type: none"> • Buddy class referral • Re-teach behaviour expectations directly • Individual Behaviour Agreement • Resolution meeting as required between aggrieved party and student • Peer mediation or restorative conference • Referral for assessment and specialist support – case managers & specialist support staff • Individual Behaviour Support Plan • Recess or after-school detention • Parent contact • Interagency referral • Suspension | | | | | | | | | | |
| BULLYING – HARASSMENT/CYBERBULLYING/SEXTING- MINOR BEHAVIOUR TO BE RECORDED AS MINOR IN ONE SCHOOL AND REFERRED TO ENGAGEMENT SUPPORT STAFF REQUIRING A MORE FOCUSSED APPROACH | POSSIBLE CONSEQUENCES AND/OR SUPPORT STRATEGIES | | | | | | | | | | |
| <ul style="list-style-type: none"> • PLEASE SELECT BULLYING-HARASSMENT AS A MINOR ON ONESCHOOL • CONTACT PARENTS OF STUDENTS INVOLVED WITHIN 48 HOURS AND RECORD CONTACT • REFER TO ENGAGEMENT SUPPORT STAFF ON ONESCHOOL <table border="1" data-bbox="201 1283 759 1489"> <tbody> <tr> <td>Year 7</td><td>Andy Chong-Nee</td></tr> <tr> <td>Year 8</td><td>Kristie Howe</td></tr> <tr> <td>Year 9</td><td>Kirsty Hammel</td></tr> <tr> <td>Year 10</td><td>Emma Robinson</td></tr> <tr> <td>Year 11 and 12</td><td>Maleesha Saunders</td></tr> </tbody> </table> <p>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.</p> | Year 7 | Andy Chong-Nee | Year 8 | Kristie Howe | Year 9 | Kirsty Hammel | Year 10 | Emma Robinson | Year 11 and 12 | Maleesha Saunders | <p><i>Engagement Support Staff conduct method of shared concern or restorative practice with the purpose of restoring the relationship.</i></p> <ul style="list-style-type: none"> • Re-teach behaviour expectations directly • Method of shared concern – support provision added on OneSchool • Resolution meeting as required between aggrieved party and other student/s • Peer mediation or restorative conference • Individual Behaviour Agreement |
| Year 7 | Andy Chong-Nee | | | | | | | | | | |
| Year 8 | Kristie Howe | | | | | | | | | | |
| Year 9 | Kirsty Hammel | | | | | | | | | | |
| Year 10 | Emma Robinson | | | | | | | | | | |
| Year 11 and 12 | Maleesha Saunders | | | | | | | | | | |
| <p>When determining consequences, individual circumstances are always considered.</p> <p>When a student is suspended, the parent/carer is responsible for their child and the student must not attend the school whilst on suspension.</p> | | | | | | | | | | | |

Intensive

| MAJOR BEHAVIOUR TO BE RECORDED AS MAJOR IN ONE SCHOOL AND REQUIRES IMMEDIATE, <i>INTENSIVE</i> SUPPORT FROM HOD OR ADMINISTRATION | POSSIBLE CONSEQUENCES AND/OR INTENSIVE SUPPORT STRATEGIES |
|--|--|
| <p>PLEASE SELECT ONLY <u>ONE</u> CATEGORY IN ONE SCHOOL</p> <ul style="list-style-type: none"> • IT Misconduct • Late • Lying/Cheating • Physical Misconduct • Verbal Misconduct • Property Misconduct • Bullying/ Harassment • Non Compliance with Routine • Defiant Threat to Adults • Disruptive • Prohibited Items • Refusal to Participate • Substance abuse involving tobacco • Substance abuse involving illegal substances • Threat to others • Truancy • Dress Code • Misconduct involving Object • Other conduct prejudicial to good order and management of the school | <p>SELECT THE <u>ONE</u> MOST PROMINENT BEHAVIOUR CATEGORY WHEN REFERRING</p> <ul style="list-style-type: none"> • Suspension in line with Queensland Department of Education, Training and Employment Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i> • Referral to specialist support staff to review Individual Behaviour Support Plan • Referral to/consultation with the Principal • Recommend suspension to Principal • Police notification • Restorative conference on return from suspension • Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and Employment Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i> |
| BULLYING/CYBERBULLYING/SEXTING BEHAVIOUR THAT IS RECORDED AS A MAJOR INCIDENT ON ONESCHOOL REQUIRES IMMEDIATE, INTENSIVE SUPPORT FROM A HOD OR ADMINISTRATION | POSSIBLE CONSEQUENCES AND/OR INTENSIVE SUPPORT STRATEGIES |
| <p>PLEASE SELECT BULLYING/HARASSMENT IN ONESCHOOL AS BEHAVIOUR CATEGORY</p> <ul style="list-style-type: none"> • Bullying/Harassment – the student has received explicit & differentiated support and focussed support from Engagement Support Staff (method of shared concern or restorative practice) but continues to bully/harass. • A threat of violence or public humiliation of another student or staff member or Beenleigh SHS made by a student through social media and Cyber networks is so serious it required immediate support from a HOD or administration staff member. | <p>CATEGORY WHEN REFERRING</p> <ul style="list-style-type: none"> • Suspension in line with Queensland Department of Education, Training and Employment Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i> • Referral to specialist support staff to review Individual Behaviour Support Plan • Referral to/consultation with the Principal • Recommend suspension to Principal • Police notification • Restorative conference on return from suspension • Recommendation for exclusion or Behaviour Improvement Condition in line with Queensland Department of Education, Training and Employment Policy <i>SMS-PR-021: Safe, Supportive and Disciplined School Environment</i> |
| <p>When determining consequences, individual circumstances are always considered.</p> <p>When a student is suspended, the parent/carer is responsible for their child and the student must not attend the school whilst on suspension.</p> | |

School Disciplinary Absences

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

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

At Beenleigh SHS, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Beenleigh SHS may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

If the student was suspended due to violence or an incident that has the potential to impact others in a negative way in the future, *Risk Assessment* will also be conducted with identified planned *Risk Controls* and identified *Staff Member* to ensure the future well-being and safety of others at school.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short,

taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Possible Risk Assessment Conducted
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Beenleigh SHS 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 Beenleigh SHS 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
- misuse of aerosols 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 Beenleigh SHS:

- 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 Beenleigh SHS

- 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 Beenleigh SHS 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 Beenleigh SHS

- 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 Beenleigh 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

ELECTRONICA POLICY

BEENLEIGH HIGH SCHOOL
SEMPER ALTIORA

THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL

THIS POLICY SUMMARY REFLECTS THE IMPORTANCE THE SCHOOL PLACES ON STUDENTS DISPLAYING COURTESY, CONSIDERATION AND RESPECT FOR OTHERS WHENEVER THEY ARE USING PERSONAL TECHNOLOGY DEVICES.

- The school does not accept responsibility or liability for damaged or stolen electronic devices.
- Personal technologies must be turned off and out of sight during assemblies.
- Electronica must not be used for any purpose (e.g. phoning, texting, web browsing, taking photos/videos or playing music) in class unless under the explicit direction of the teacher.
- Students who are in breach of the Electronica Policy will be given a consequence.
- Parents who need to urgently contact their student must do so through the front office.
- Recording of behaviours or incidents such as fighting, pranks or bullying on personal electronica is not permitted or legal. Recording and/or distribution of such incidences is an invasion of personal privacy and will result in disciplinary action.
- Devices containing evidence of criminal offences may be reported to the police. In the event of this occurring, police may take possession of such devices with students/parents advised to contact Queensland Police Service directly.
- The school takes no responsibility for, and has no jurisdiction over, personal social network content (e.g. Facebook, Twitter). Such matters should be referred to the Network Site itself (e.g. Facebook) or the Queensland Police Service.

Preventing and responding to bullying

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.

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

An Engagement Team may employ one or several of the following intervention strategies:

- Traditional disciplinary approach
- Complete Incident Report Form
- Implement strategies of Natural Justice
- Mediation
- Restorative practice
- Support group method
- Method of shared concern

A HOD or Deputy Principal may:

- Conduct no-blame mediations
- Construct Support Provisions for students and provide feedback to students, teachers & parents on student progress with the provisions.
- Issue consequences to students that breach these provisions or who commit minor behaviour and major infringements of the Beenleigh SHS Student Code of Conduct.

Serious & Repeated Incidents

Not all cases of bullying will be easy to deal with but these cases will be dealt with through providing support for victims and their families and consequences for bullies.

In serious cases: mediation between parties will be encouraged and the unacceptability of the deed (not doer) will be emphasized. The effect the deed has had on all parties involved will be explored. Our aim at this stage is to help the perpetrator see that a change in behaviour is required, that the victim feels supported and that the problem is solved with arrangements for restitution to occur. Serious or repeated incidents by students who bully could result in student suspension or exclusion and referral to the Queensland Police Service.

Reporting & Monitoring Bullying

At Beenleigh State High School reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Directly to a member of staff
- Student self-referral to engagement/well-being staff member who will complete a student incident report.

Key contacts for students and parents to report bullying:

Classroom bullying – Class teacher

Non classroom bullying –

| | | | |
|----------------|----------------|--------------|-------------------|
| Year 7 | Andy Chong-Nee | Year 8 | Kristie Howe |
| Year 9 | Kirsty Hammel | Year 10 | Emma Robinson |
| Year 11 and 12 | Senior YSC | Year 11 & 12 | Maleesha Saunders |

Beenleigh SHS Bullying/Cyberbullying/ Sexting Flowchart

Explicit & Differentiated

Step 1

Staff: To maintain a safe and supportive Learning environment by managing universal behaviour, giving consequences for students who breach behaviour expectations and rewarding students that meet expectations. Refer matter to specialist staff within 48 hours and contact parents regarding circumstances.

Focussed Referral

Step 2 (A)

Staff: If a student needs to be referred for further support, staff should talk to the student and encourage them to see the Engagement Support Staff. Record the contact on One School and refer to the relevant Engagement Support staff for additional support.

Students: Can self-refer with the Engagement Support Staff who will get them to complete an Incident Report form.

Focussed Support

Step 2 (B)

Method of Shared concern: When students are referred to the Engagement Support staff or self-refer, the Engagement Support staff will use an Incident Report form and determine action. This may include the method of shared concern managed or restorative practice managed by the Engagement Team. All parents of the participants involved in a method of shared concern will be contacted. This may include developing a Support Provision on One School to assist the students through this process.

Intensive Support

Step 3

If bullying/cyberbullying/sexting persists despite additional support, the Engagement Team may refer this behaviour to the Deputy Principal, through a One School Behaviour Incident referral. Strategies that the Deputy Principal may use include external organisation referrals, student suspension or exclusion and referral to the Queensland Police Service, with parents being notified.

If Beenleigh SHS Staff or if a student refers to the Engagement staff and bullying/cyberbullying/sexting is determined, parents will be contacted within 48 hours. Please note these timelines maybe adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgements of the staff involved. Timeframes should be clearly discussed and agreed with student/s and family, particularly if it is referred at the focussed and intensive levels.



Bullying

Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen 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). Bullying of any form or for any reason can have 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. (Bullying no way 2019)

Verbal bullying includes repeated name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.

Physical bullying includes continued hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.

Social bullying includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

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**

***Reports of bullying will be investigated and acted upon.
Effective social skills and positive relationships act to prevent bullying.***

RESPECT OTHERS AND SHOW KINDNESS



If Beenleigh SHS Staff or if a student refers to the Engagement staff and bullying/cyberbullying/sexting is determined, parents will be contacted within 48 hours. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgements of the staff involved. Timeframes should be clearly discussed and agreed with student/s and family, particularly if it is referred at the focussed and intensive levels.

Cyberbullying

Cyberbullying is treated at Beenleigh SHS 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.

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 Beenleigh SHS 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.

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).

STOP cyberbullying

Cyber abuse is online behaviour which is reasonably likely to have a seriously threatening, intimidating, harassing or humiliating effect on a person.

Cyber abuse can involve a range of behaviours, some of which are described as:

- Trolling
- Cyberbullying
- Cyber violence
- Cyber mobbing
- Image-based abuse

Examples of cyber abuse?

- Sharing intimate or sexual photos or videos online without consent
- Encouraging vulnerable people to self-harm and/or suicide
- Threatening violence or inciting others to do the same

While some online behaviours and comments might be inappropriate or hurtful, they may not always constitute cyber abuse. Some examples can include:

- Sarcastic comments
- Insults
- Strong opposing views
- Off-topic statements that deliberately derail conversation threads

What to do if you are cyberbullied

- Do not respond to their comments
- Use all the tools available to block or mute them

The best place to report the person being abusive is to the website or social media administrators. The Office of the eSafety Commissioner has the contact details for social media administrators. If the reported cyberbullying content has not been taken down within 48 hours, you can make a complaint by reporting the matter to the Office of the eSafety Commissioner <https://www.esafety.gov.au/image-based-abuse/action/remove-images-video/report-to-us>

Source:

<https://www.premiers.qld.gov.au/publications/categories/reports/assets/cyberbullying-gov-response.pdf?a>

If Beenleigh SHS Staff or if a student refers to the Engagement staff and bullying/cyberbullying/sexting is determined, parents will be contacted within 48 hours. Please note these timelines maybe adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgements of the staff involved. Timeframes should be clearly discussed and agreed with student/s and family, particularly if it is referred at the focussed and intensive levels.



Sexting

Taking, sending, receiving or forwarding sexual images

State and Federal Laws

TAKING a sexual image or clip of yourself or someone else.
Under 18 years old – Charge: creating child pornography.

SENDING a sexual image or clip of yourself or someone else.
Under 18 years old – Charge: distributing child pornography.

RECEIVING and keeping a sexual image or clip of someone else.
Under 18 years old – Charge: possessing pornography.

FORWARDING a sexual or suggestive image of someone.
Under 18 years old – Charge: distributing child pornography.

ASKING someone to send you a naked or semi naked photo/video of him or herself.
Under 18 years old – Charge: soliciting child pornography, causing a child to be used for pornography and inciting a child to an act of indecency.

As well as being charged with these crimes, you could be placed on the Australian National Child Offender Register (ANCOR) for life.

If Beenleigh SHS Staff or if a student refers to the Engagement staff and bullying/cyberbullying/sexting is determined, parents will be contacted within 48 hours. Please note these timelines maybe adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgements of the staff involved. Timeframes should be clearly discussed and agreed with student/s and family, particularly if it is referred at the focussed and intensive levels.

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

Beenleigh SHS 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

If a severe incident occurs in a classroom, staff will give another student the RED CARD (All staff will have been issued with one) and send them with it to the office immediately. A member of the administration will directly attend to this emergency.

Basic defusing strategies

- **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).
- **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).
- **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).
- **Follow through** (If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
- **Debrief** (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).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- **posing** an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Beenleigh State High's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

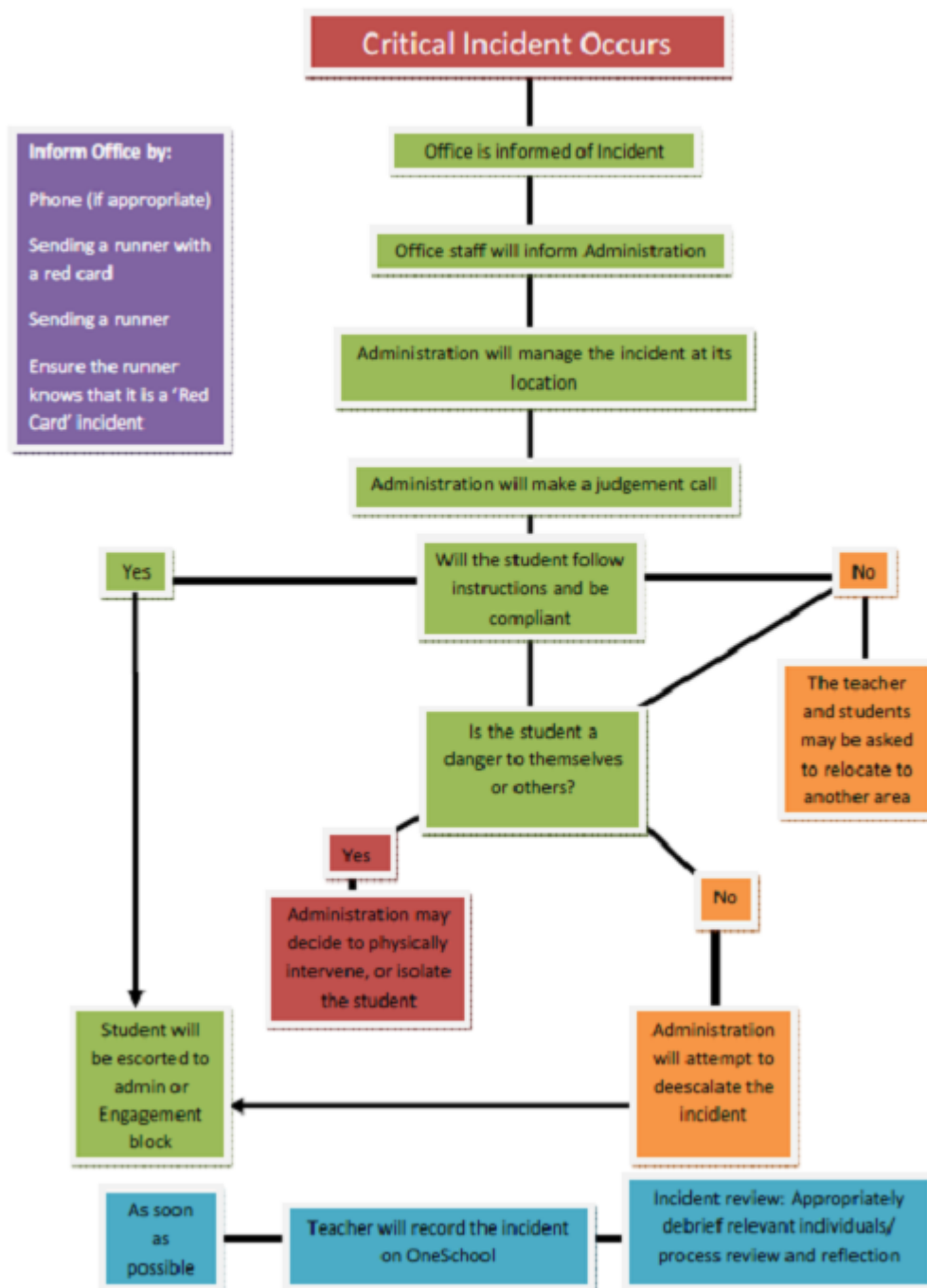
Any physical intervention made must:

- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result,
- Take into account the age, stature, disability, understanding and gender of the student

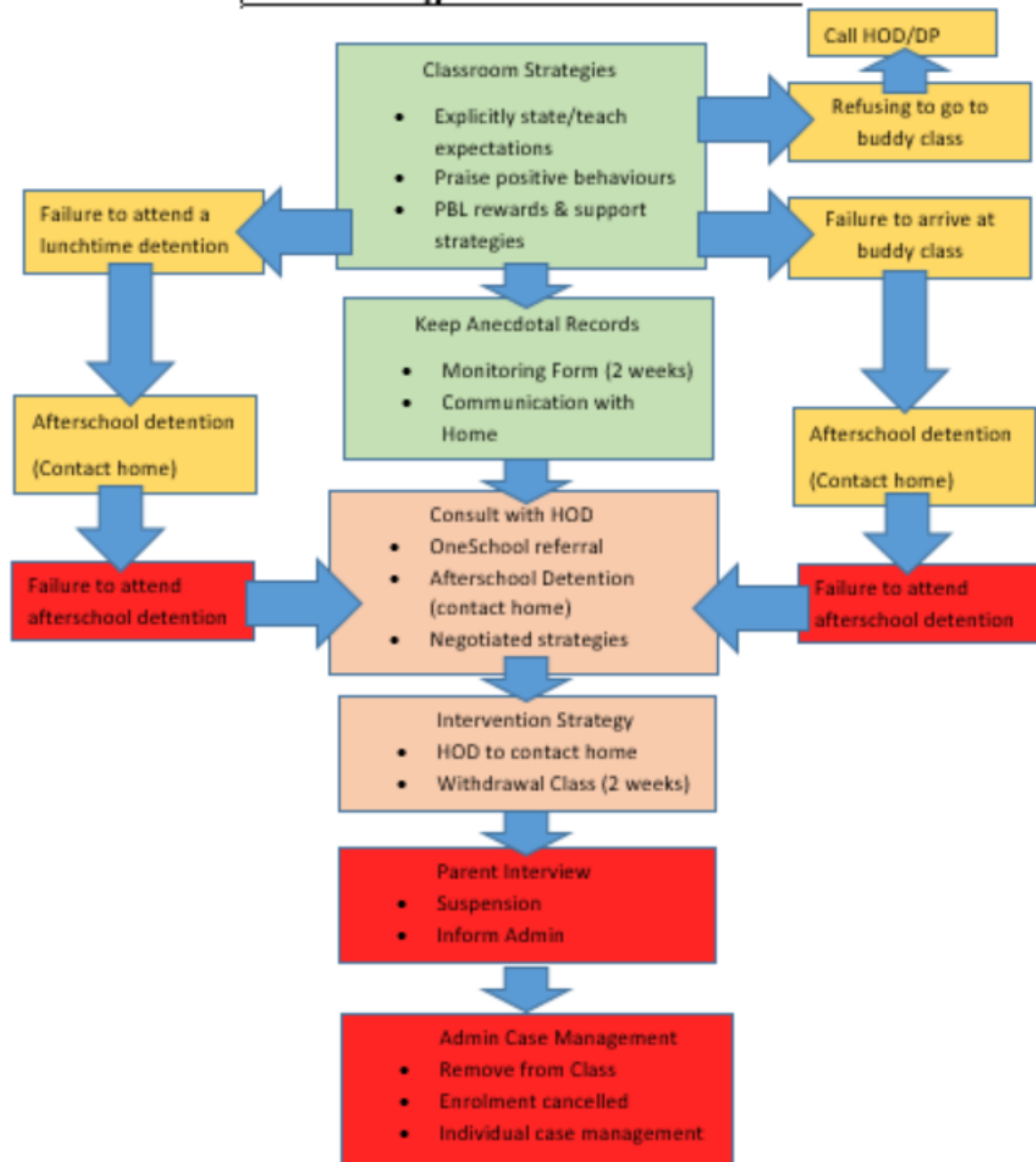
Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

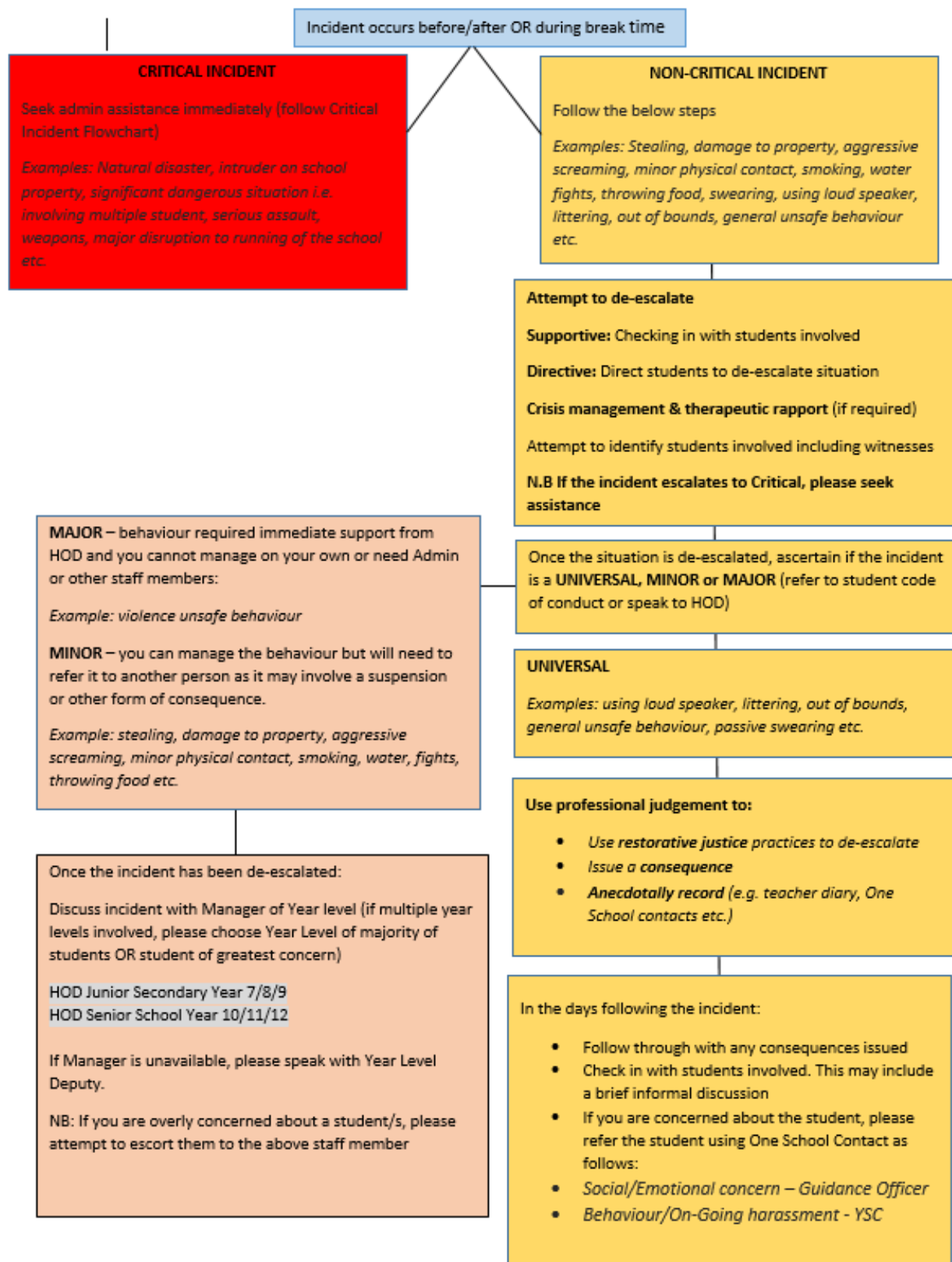
- Physical Intervention Incident Report
- Health and Safety incident record
- Debriefing Report



Non Learning Behaviour in classroom



Non Classroom Incident referral Flowchart



Some related websites

School Wide Positive Behaviour for Learning

www.learningplace.com.au/deliver/content.asp?pid=24668

Alannah and Madeline Foundation

<http://www.amf.org.au/AboutUs/>

BOUNCE BACK!

<http://www.bounceback.com.au/>

FRIENDS for Life

www.friendsinfo.net/index.html

Friendly Schools and Families Program

<http://www.friendlyschools.com.au/about.php>

Kids Helpline

<http://www.kidshelp.com.au/>

MindMatters

<http://www.mindmatters.edu.au/default.asp>

ReachOut

<http://au.reachout.com>

National Centre Against Bullying

<http://www.ncab.org.au/about/>

National Safe Schools Framework

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm

You Can Do It!

www.youcandoit.com.au

The Working Together toolkit

<http://education.qld.gov.au/student-services/behaviour/gsaav/index.html>

Bullying No Way

<https://bullyingnoway.gov.au/>

A Community approach to address cyber bullying

<https://www.premiers.qld.gov.au/publications/categories/reports/assets/cyberbullying-gov-response.pdf?a>

Beenleigh SHS STEPS to develop Bullying Framework

<https://beenleighshs.eq.edu.au/support-and-resources/forms-and-documents>

