



Burleigh Heads State School Student Code of Conduct

2024 - 2027

WE ARE ACTIVE LEARNERS

WE ARE RESPECTFUL, RESPONSIBLE AND KIND

WE ARE SAFE

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

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <http://ppr.det.qld.gov.au/> to ensure you have the most current version of this document.

Contact Information

Postal address:	PO Box 85 Burleigh Heads Queensland 4220
Phone:	07 5568 6666
Email:	admin@burlheadss.eq.edu.au
School website address:	www.burlheadss.eq.edu.au
Contact Person:	Rob Templeton (Principal)

Endorsement

Principal Name:	Rob Templeton
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	<i>Rabli.</i> Rah MAYHEW
P/C President and-or School Council Chair Signature:	<i>[Signature]</i>
Date:	13-8-25

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Purpose

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

The Burleigh Heads State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective and safe 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.

Principal's Foreword

Since 1917, Burleigh Heads State School has been a central component of the Burleigh Heads community whereby we have upheld the high standards of behaviour expected of our school and wider society.

We are an inclusive school that welcomes and caters for a diverse range of students within our catchment whilst providing an education that seeks to maximise student's academic abilities.

We seek to exponentially and positively influence the trajectory of all learning (academic, social and emotional) for every child within Burleigh Heads State School by:

- gaining a clear understanding of every student's academic, emotional and social profile,
- building a school culture that is inspiring and dynamic,
- consistently implement pedagogies that work,
- provide feedback that is corrective, specific, frequent and timely,
- building the social capacity of individuals to positively contribute to the school community,
- building skillsets that individuals can use to create emotional well-being and resilience.

The work we do is aimed at helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that effective communication and positive connections with other people are the most valuable skills our communities need now and into the future. Strong working relationships between the student, home and the school are critical in achieving educational success.

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

I thank everyone involved in the development of the Burleigh Heads State School Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

The consultation process used to inform the development of the Burleigh Heads State School Student Code of Conduct occurred. We identified strengths and successes from our previous school behaviour plan, and areas for further development. Systems, processes, rewards, sanctions and communication have all been reviewed.

The 2020 Burleigh Heads State School Student Code of Conduct was endorsed by the Burleigh Heads State School staff, the Leadership Team and the President of the P&C.

A communication strategy has been developed to support the implementation of the Burleigh Heads State School Student Code of Conduct, including promotion through the school website and in the fortnightly newsletter along with its presentation to all staff at meetings. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, or to further discuss or clarify the information in the document are encouraged to contact the Principal or Deputy Principal.

Review Statement

The Burleigh Heads State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review will occur in 2023 as required by legislation, in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

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

All areas of Burleigh Heads State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Multi-Level System of Support

Burleigh Heads State School uses multi-level system of support as the foundation for our integrated approach to learning and behaviour.

Our levelled system focuses on the development and maintenance of self-discipline. The system applies to ALL students enrolled at Burleigh Heads State School, however adjustments are made to meet the requirements of individuals requiring targeted or intensive support. The levelled system encourages students to make positive choices and rewards those that consistently demonstrate the values and expectations we aspire to. ***The parent/carer is a key partner in our level behaviour system and it is our job as professionals to engage with parents/carers and keep them informed and involved in the process.***

Level System Operation

- Student behaviour in the classroom will fall into one of the five levels with "Expected" being the standard that we expect students to exhibit and achieve. (See page 25)
- Student behaviour in the playground will fall into one of three levels with points allocated to behaviours. (See appendix 2 & 3)
- Students who exhibit additional needs and who require additional guidance will be supported in Level 2 Support or Level 3 Support. Students at these levels will be supported by their class teacher, Deputy Principal and other additional professionals as deemed necessary (e.g. Behaviour Support Teacher, Head of Special Education Services, Guidance Officer etc)

Level	Prevention Description
<p style="text-align: center;">1</p> <p style="text-align: center;">Expected & Minor Behaviours</p> <p style="text-align: center;">(Points 0 - 40)</p>	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and BHSS Student Code of Conduct</p> <p>This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • using feedback from students and their families on school climate, instruction, reinforcement, and discipline so improvements in Level 1 may be made. <p>The following proactive and preventative processes and strategies are implemented in the Level 1 stage to communicate behavioural expectations:</p> <ul style="list-style-type: none"> • explicit teaching of the school rules and expectations • debriefing sessions on a regular basis after eating breaks to promote positive behaviours and discuss playground issues • admin discuss behavioural issues at the weekly Assembly focussing on School Rules • classroom routines and expectations which align with the School Rules • <i>consistent Classroom Management Plans</i> across the school • classroom reward systems to promote positive student behaviours • Zones of Regulation are explicitly taught to all students to assist them with their emotional regulation which enables students to use strategies to make more positive behavioural choices and to focus on their work • Chill out spaces in each classroom which enable students to have a quiet place to calm down and use strategies to regulate their emotions • <i>School-wide use of the High Five</i> to assist students to solve minor social problems • Comprehensive induction programs for new staff and relief staff
<p style="text-align: center;">2</p> <p style="text-align: center;">Targeted behaviour support</p> <p style="text-align: center;">(Points 41- 80)</p>	<p>Targeted instruction and supports for some students (10-15%) are more intense than Level 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Level 2 supports build on the lessons provided at Level 1, and may prevent the need for more intensive interventions. Level 2 supports are provided to small groups of students with <i>similar needs, offering more time and/or</i> detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • <i>interventions</i> require time of classroom teachers and nominated specialist support and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Level 1 is needed to address the basic implementation and quality of instruction.</p> <p>Selected students receive targeted support to assist them with their learning and behaviour in the following ways:</p> <ul style="list-style-type: none"> • Zones of Regulation focussed groups • Small focussed groups with teacher, teacher aide or Behaviour Support Teacher • <i>Playground Plans</i> • Behaviour Contract (if needed) • Referral to Student Support Team

3
**Intensive
behaviour
support**
**(Points –
Above 80)**

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

Level 3 supports continue to build on the lessons and supports provided at Levels 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Level 3 supports are based on the underlying reasons for a student's behaviour and may include the following processes:

- Yellow Card (if on 80 points or higher) that monitors behaviours
- Individual Behaviour Support Plans
- Functional Behaviour Assessment
- Complex Case Team
- Risk Management and Safety Plan
- Individual Curriculum Plan

All support includes strategies to:

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

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

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

Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Burleigh Heads State School considers the individual circumstances of students when applying support and consequences by:

- Promoting a supportive environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and appropriate consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Ensuring confidentiality of students by limiting discussions and not sharing information about individual circumstances of students, including the applied disciplinary consequences, with people other than the child's parents/carers
- Recognising and considering students' age, gender, disability, cultural background, socioeconomic situation, home environment or care arrangement and their emotional state
- 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, and
 - Receive adjustments appropriate to their learning and/or impairment needs

We value and address the needs of individual students through a consultative process involving stakeholders to identify individual needs:

- Regional Personnel are consulted if needed
- Complex Individual Behaviour Support Plan is drawn up
- Individual Education Plans identify behavioural, academic and social/emotional needs
- Support Case Management Conferences are organised
- Individual assistance is identified
- Review dates are set

Disciplinary action by the school will be based upon the seriousness of:

- Its potential to impact on other students and teachers
- Its potential to disrupt learning
- The circumstances existing at the time of the offence/action, *i.e. context, emotional wellbeing, culture, gender, socio-economic situation and impairment.*

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 equitable.

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.

Student Wellbeing

Burleigh Heads State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer/ HOSSES/ BST/DP if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — **students learn best when their wellbeing is optimised**, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

As part of the whole school curriculum at Burleigh Heads State School we offer a Life Education incursion that reinforces programs that teachers provide to support the wellbeing of students.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

Burleigh Heads State School maintains a minimum of three adrenaline auto-injectors and asthma relievers/puffers, stored in the main office, the staff room and the blue block to provide emergency first aid medication if required.

Mental health

Burleigh Heads State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Burleigh Heads State School staff who notice suicide warning signs in a student or who have had a report of a suicide warning should seek help immediately from the school guidance officer, senior guidance officer or Principal/Deputy Principal.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/carers are advised ASAP
- all actions are documented and reported
- follow up monitoring of the student by relevant staff.

Suicide postvention

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

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

Student Support Network

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

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

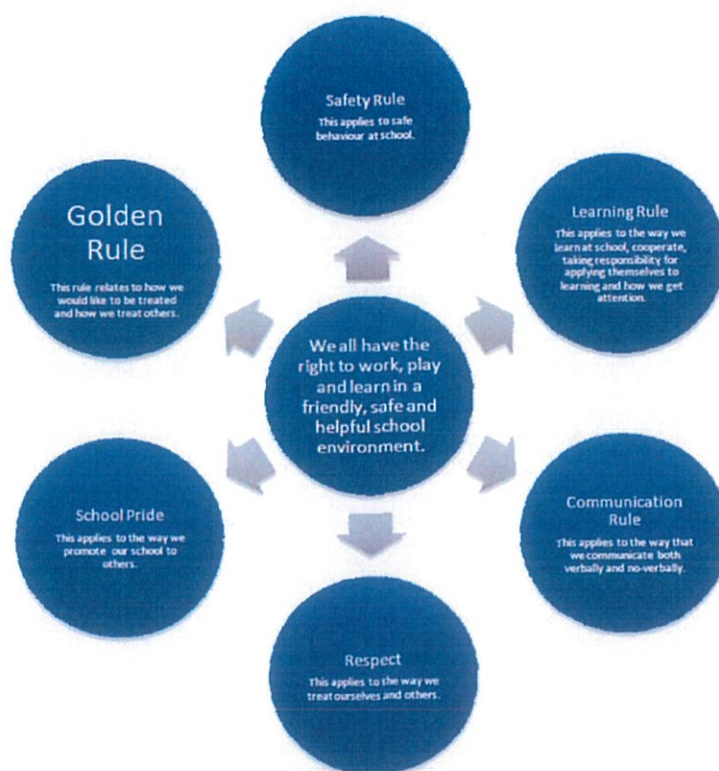
Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school phone number, 5568 6666.

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Burleigh Heads State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Burleigh Heads State School believes it is important that all members of our school community feel safe, happy and valued through a Supportive School Environment.

Burleigh Heads State School has six rules for our school community that when adhered to maintain the rights of all members. The six Rules are:



Explicit Teaching of School Expectations and School Rules are communicated to students via a number of strategies, including:

- Explicit teaching of school rules
- Reinforcement of learning from behaviour reminders on School Assemblies and during active supervision by staff during classroom and non-classroom activities
- Display of rules in all classrooms

At Burleigh Heads State School EVERYBODY (staff, students and caregivers) have RIGHTS and RESPONSIBILITIES.

Safety – We have the right to be and to feel safe

STUDENTS have a responsibility to make Burleigh Heads State School a happy and safe place for themselves and others

- *Students have a responsibility to cooperate with others, by not threatening, assaulting or hurting anyone in any way*
- *Students have a responsibility to use equipment and facilities properly*
- *Students have the responsibility to ensure that the safety of others is not put at risk by their own actions*

STAFF have a responsibility to promote a safe, supportive environment for others at Burleigh Heads State School

- *Staff have a responsibility to ensure all students understand the school rules and expectations*
- *Staff have a responsibility to be proactive in maintaining school expectations*

PARENTS have a responsibility to encourage their child/ren to accept and abide by our school rules.

Communication – We have the right to communicate with others and express our opinions in a socially acceptable manner.

STUDENTS have the responsibility to communicate appropriately with others within our school grounds or when representing our school

- *Students have a responsibility to use manners and listen to others whilst they are talking*
- *Students have a responsibility to contribute appropriately to class discussions, without dominating or putting others down or using inappropriate language*
- *Students communication within the classroom should not affect the ability of the teacher to teach and the students' ability to learn*

STAFF have the responsibility to initiate and maintain constructive communication and relationships with students and parents/carers

- *Staff have the responsibility to model appropriate communication with all key stakeholders of our school community*

PARENTS have the responsibility to initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour

- *Parents have a responsibility to contact the school regarding any issues of concern at the earliest convenient time*
- *Parents have a responsibility to maintain effective working relationships that benefit their own child.*

Respect – We have the right to be happy and treated with respect, understanding and politeness.

STUDENTS have the responsibility to treat others with respect, understanding and fairness

- *Students have a responsibility to interact with others without ridicule, teasing or trying to hurt other's feelings*
- *Students have a responsibility to interact with others in a polite manner*
- *Students have a responsibility to behave in a manner that respects the rights of others, including the student's right to learn and the teacher's right to teach*
- *Students have a responsibility to look after their own and other people's property*

STAFF have the responsibility to treat others with respect, understanding and fairness

PARENTS have the responsibility to treat school staff and other students with respect, understanding and fairness

School Pride – We have the right to be proud to be associated with Burleigh Heads State School

STUDENTS have the responsibility to protect and promote a positive image of our school

- *Students have a responsibility to behave in a manner that brings honour to our school*
- *Students have a responsibility to wear our school uniform with pride*
- *Students have a responsibility to be ambassadors for our school*

STAFF have the responsibility to protect and promote a positive image of our school

- *Staff have a responsibility to be professional in all aspects pertaining to their roles here at Burleigh Heads State School*
- *Staff have a responsibility to promote our school appropriately at all times*

PARENTS have the responsibility to protect and promote a positive image of our school

- *Parents have a responsibility to ensure that as parents of our students they also promote our school appropriately*

Learning – We have the right for effective teaching and learning to occur at Burleigh Heads State School

STUDENTS have the responsibility to allow teaching and learning to occur effectively

- *Students have a responsibility to learn and follow the classroom rules*
- *Students have a responsibility to cooperate with others*
- *Students have a responsibility to behave in ways that do not cause disruption*

STAFF have the responsibility to provide an encouraging and supportive environment so teaching and learning can occur effectively

- *Staff have a responsibility to teach using effective teaching and learning practices*
- *Staff have a responsibility to promote a positive relationship with students and adults within our school*

PARENTS have the responsibility to support their child/ren in their learning and support the staff and school's endeavour to provide an encouraging and supportive environment.

Classroom Management

In keeping with our school's beliefs about behaviour and learning, our staff works towards supporting our students in being self-managing individuals. In doing this our staff will ensure that they prepare and deliver an appropriate and engaging curriculum that caters for all student abilities.

In addition to this staff will implement a range of strategies to manage the learning environment:

- setting of classroom rules which are clearly displayed in the classroom
- establishing clear classroom routines
- clearly displaying the High 5 Strategy and behaviour categories and standards
- preparing resources that are appropriate and engaging
- delivering the curriculum in an engaging manner
- providing appropriate seating arrangements
- being consistent and fair
- regularly rewarding positive behaviour choices and provide frequent positive feedback
- reduce potential distractions

Rewarding positive behaviour choices can include acknowledgement through non-verbal gestures (eg. a smile, thumbs-up), contacting parents to inform them of good choices being made, a certificate, use of extrinsic rewards such as a sticker or YIPPEES.

Each classroom will have negotiated classroom rules that relate directly to our school rules and is displayed visibly within the room. The negotiated rules are based on the rights of all key stakeholders and as result everyone has a responsibility to uphold these. These rules should be negotiated at the beginning of the school year or in the event of a change in teacher be renegotiated early at commencement of starting within a given classroom. These rules should be referred to regularly as a class and individually if required.

Examples of possible negotiated school rules are:

<u>Safety Rule</u>	<ul style="list-style-type: none"> • In our classroom we use equipment safely • In our classroom we move appropriately • In our classroom we keep our hands, feet and objects to ourselves
<u>Learning Rule</u>	<ul style="list-style-type: none"> • In our classroom we are organised and ready to learn • In our classroom we always give 100% effort • In our classroom we follow directions
<u>Communication Rule</u>	<ul style="list-style-type: none"> • In our classroom we speak nicely to others • In our classroom we use hands up • In our classroom we listen to those who have the right to talk
<u>Respect Rule</u>	<ul style="list-style-type: none"> • In our classroom we treat others kindly and with respect • In our classroom we use our manners • In our classroom we are polite
<u>School Pride</u>	<ul style="list-style-type: none"> • In our classroom we do our very best in everything that we do • In our classroom we keep our desks and floor around us neat and tidy • In our classroom we care for our own and other people's property
<u>Golden Rule</u>	In our classroom we treat others in a manner that we would like to be treated

School Dress Code

The community of Burleigh Heads State School supports and approves the wearing of the school's uniform by our students. The adoption of a Student Dress Code and Uniform Policy is established under Part 10 of the Education (general provisions) Act 2006.

Therefore, students attending Burleigh Heads State School are to wear the designated school uniform and adhere to the school's dress code unless an exemption has been granted by the School Principal. No formal consequences are applied to those students who do not wear the appropriate school uniform, however for continual breaches consequences can be applied.

Positive Recognition

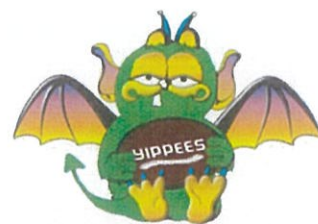
Positive recognition is an essential part of our overall Student Code of Conduct. Positive recognition when used consistently has the potential to:

- encourage students to behave responsibly
- increase student's self-esteem
- reduce behaviour problems
- create a positive classroom climate
- help teach appropriate behaviour
- establish positive relationships with students

All staff members are expected to give consistent and appropriate feedback, acknowledgement and rewards. These acknowledgements and rewards will include certificates, yippees, Dojo messages to parents, Reward's Days etc.

Burleigh Heads State School uses a school-wide Positive Recognition Program called "YIPPEES". The YIPPEES program enables staff to recognise and reward those who choose to make correct choices in

the classroom and in the playground. The staff can give out YIPPEES to students who are caught doing the right thing. Students are responsible for managing these YIPPEES they have collected and can place these into the YIPPEE prize box of their choice and at the time of their choice.



Targeted Behaviour Support

Burleigh Heads State School utilises a range of information sources in particular the school's Behaviour Database and current demerit points system to identify students who may require targeted support.

In addition to this, the Principal, Deputy Principal and the Behaviour Support Teacher use the analysis of this data to identify groups, classes, genders and cohorts who may also need targeted support.

Targeted support will be provided on a "needs basis" and in line with designated junctures on the demerit points system.

Supportive Action

Some students may require greater assistance and/or support in becoming self-managing.

Some of these strategies may include:

- time-out (a cooling off and reflective period within the classroom or in a buddy classroom)
- Supervised play
- Yellow Cards
- Intervention from the Behaviour Support Teacher
- the use of Individual Behaviour Support Plans either in the classroom or the playground
- in conjunction with parents/carers, the use of other specialists or outside agencies

Intensive Behaviour Support

Burleigh Heads State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support that require regular reviews in consultation with parents/carers and other relevant specialist staff.

The *Behaviour Support Teacher*:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the IBSP
- works with the School Admin, parents/carers and students to achieve continuity and consistency, and
- maintains regular consultation and communication with parents.

The Student Services Team (SST) has a simple and quick referral form that is signed by the parent and presented by the teacher at one of our weekly SST meetings.

Intensive behaviour support is required to support students who demonstrate severe and challenging behaviour and/or have identified through the demerit points system from the school behaviour database. This behaviour is of such frequency and/or intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or others. This level of support generally occurs when less intensive support strategies have been used and have not been successful or fully met the student's learning support needs.

Any intensive behaviour support required at Burleigh Heads State School will be done in a collaborative approach with all key stakeholders and may include supervised play, Safety Plan, Individual Behaviour Support Plans (IBSP), referral to Guidance Officer and/or Behaviour Support Teacher and/or HOSES, internal school withdrawal, suspension and exclusion.

Consequences for Unacceptable Behaviour

Burleigh Heads State School strives for all students to be self-managing and making appropriate choices about their behaviour. We believe that all students choose their behaviour and when students choose inappropriate behaviour they are given opportunities to reflect on their behaviour.

Our school makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

The school uses a behaviour database to record both reportable Level 1, Level 2 and Level 3 misbehaviours (refer to Misbehaviour Descriptors - Appendix 3) to ensure we have an accurate picture of the student's total and ongoing behaviour. This enables appropriate information to be collected on high-frequency Level 1 misbehaviours which can seriously violate the rights of key stakeholders and can be overlooked due to their low-level.

When behaviour is deemed to be recordable the individual will complete an office referral form and this will be added to the school behaviour database. The school's behaviour database is an information source to identify students, groups or cohorts who may require additional support with their behaviour choices but will also be an indicator for consequences or eligibility for school-based rewards.

For each behaviour recorded a numerical demerit point system (See Appendix 2) will be applied and students will have an ongoing total of demerit points for the past 4 weeks. When referring to demerit points with students and/or parents/carers it is only the past 4 weeks of behaviours which is applied to consequences and/or interventions/supports therefore enabling students to strive towards reducing their points by prolonged periods of good behaviour.

Misbehaviour Levels

When responding to problem behaviour the staff member first determines if the problem behaviour is a low-level behaviour which can be handled by least-intrusive logical consequences or it is a high-level behaviour. Level 1, Level 2 or a Level 3 Misbehaviour, with the following agreed understanding:

Level 1 Misbehaviours are *generally minor behaviours* that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- most often is handled by staff members at the time it happens
- **do not require a Blue Ticket**
- do not require involvement of specialist support staff or Administration
- see Appendix 5

Level 1 Misbehaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.
- When minor inappropriate behaviours are exhibited in the playground the staff member on duty discusses the inappropriate behaviour and supervises natural consequences (i.e pick up the paper and put it in the bin, time out from the game, walk and talk with the staff member, apology)
- If the minor behaviour continues to occur the staff member on duty in the playground will fill in a Blue Ticket and deliver it to the office.

Level 2 and Level 3 Misbehaviours are those that:

- significantly or potentially significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

Level 2 and Level 3 Misbehaviours result in an immediate referral to Administration via Blue Ticket or in person/phone because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the Blue Ticket and escorts the student to Administration or rings the office to have the student collected (if necessary).

The incident will be investigated and appropriate consequences and restorative practices to support learning and natural justice appropriate in a primary school setting will be applied:

- apology (verbal or written) to victims (if appropriate)
- repair and rebuild relationships/friendships through supportive conversations
- further time out/loss of play as appropriate
- Time out in the Reflection Room
- temporary exclusion from school events/activities (e.g. sport, excursions)
- removal of Student Leader badge (if appropriate)
- Playground plan or IBSP (when required)
- Warning regarding future consequence for repeated or persistent inappropriate behaviour
- Parents of students contacted (by class teacher, BST, HOSSES, DP or Principal)

The DP then enters this data on the behaviour database and tracks this for intervention and/or consequences to be applied. Level 3 Blue Tickets are returned to class teachers to be entered into OneSchool.

All Level 3 behaviours MUST be entered by teachers or Admin into One School and parents contacted.

Ensuring consistent responses to problem behaviour

At Burleigh Heads State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

At Burleigh Heads State School, we believe discipline is about more than consequences. 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 Burleigh Heads State School Student Code of Conduct is an opportunity to explain behaviour policy with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our behaviour policy 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.

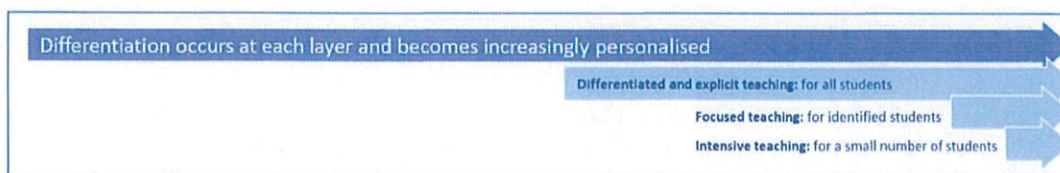
Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the Burleigh Heads State School framework, Level 1 is differentiated and explicit teaching for all students, Level 2 is focussed teaching for identified students and Level 3 is intensive teaching for a small number of identified students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses consistent Classroom Rules as a basis for developing their behaviour standards. Using posters, class teachers work with students to explain exactly what the expectations are in their classrooms. These are re-visited regularly to address any new or emerging issue.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Burleigh Heads State School to provide focused teaching. Focused teaching is aligned to the Burleigh Heads State School expectations of a safe and supportive school environment and student progress is monitored by the classroom teacher/s to identify those who:

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

Burleigh Heads State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- focused groups to provide individualised explicit teaching of the Zones of Regulation
- classroom monitoring and Reward Charts to set goals and motivate students to improve classroom behaviours
- Playground Plans to provide structure to students' play and improve social skills
- Supported Play for students to engage in play in a smaller, safe and supportive environment
- Talkabout It Program
- Functional Behaviour Assessment.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Burleigh Heads State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviour that require immediate intervention from administration staff are considered to be major behaviours. All other behaviours, when not constantly recurring, are considered to be minor behaviours.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Classroom Levels
<i>The following is a guide and supported by staff judgement in managing Minor incidents of classroom behaviour.</i>
Prior to Level
<ul style="list-style-type: none"> Least intrusive behaviour management – ignore/redirect Positive behaviour management to encourage desired behaviour (I like the way...) Clear display and class understanding of classroom rules which are revisited on a regular basis.
<i>Behaviour Correction strategies:</i>
LEVEL 1
<ul style="list-style-type: none"> Warning – rule reminder – inform student of level status Redirection to desired behaviour (eg. "I need you to work quietly.")
LEVEL 2
<ul style="list-style-type: none"> Teacher informs student of continued inappropriate behaviour and subsequent Level 2 status. Teacher provides explicit direction to the student to encourage a positive behaviour choice (eg. "You need to work quietly so as not to disrupt others")
LEVEL 3 – Time out in own classroom
<ul style="list-style-type: none"> Teacher verbalises to student behaviour observed and rule infringement Time out within the classroom (supervision sustained – eye contact) <i>(Note: time out not to exceed 10 minutes.)</i>
Level 4 – Buddy Class
<ul style="list-style-type: none"> Student attends nearby Buddy Class with learning materials <i>Buddy class not to exceed 20 minutes</i> Student receives minimal attention from the Buddy Class teacher (including students)
Level 5 – Administration and Reflection Room
<i>If further inappropriate behaviour is demonstrated:</i>
<ul style="list-style-type: none"> Student is referred by phone to Admin Teacher contacts parent by email, dojo, face-to-face or phone and records in OneSchool under behaviour tab and parent contact. Admin refer student to the Reflection Room/BST

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 focused 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 operations.

Differentiated Disciplinary Responses

All teachers follow the Burleigh Heads State School Classroom Management Plan and practise essential skills of classroom management.

Class and specialist teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures, picture key chains)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil, please.")
- Proximity control (e.g. a tap on the desk to get attention)
- Tactical ignoring of inappropriate behaviour (not student)
- Praise a student who is doing the right thing – rather than honing in on the student who is displaying negative behaviours
- Revised seating plan and relocation of student/s
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 15 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks – scaffold work
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room referral or BST intervention

Focused Disciplinary Responses

Class teacher is supported by other school-based staff to address in-class or in-school problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. IBSP)

- Targeted skills teaching in small group
- Reflection Room during second break
- Behavioural Support Plan
- Supervised Play
- Playground Support Plan
- Counselling and guidance support, BST, HOSES
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Disciplinary Responses

Admin team work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based on individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies which may include regional specialists
- Internal withdrawal
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

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 Burleigh Heads State School, 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 or repeated disruptive behaviour that affects the learning of the class and the teacher's ability to teach.

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 Burleigh Heads State School will be invited to attend a re-entry meeting with their parents/carers 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 highly recommended that parents/carers attend re-entry meetings to support students on their return following a suspension. Re-entry meetings support the student to successfully re-engage in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone, or in writing, usually via email or face to face. 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, when possible, 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 focused 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
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer, BST, HOSES)
- Set a date for follow-up, if required
- 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 Officer/BST/HOSES or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary Removal of Student Property

Rationale: 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.

Implementation: 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 Burleigh Heads State 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, medication)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Burleigh Heads State School:

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

Parents/Carers of students at Burleigh Heads State School

- ensure your children 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 Burleigh Heads State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Burleigh Heads State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Burleigh Heads State 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

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

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

The Acceptable Use Policy for mobile phones also applies to students during excursions, camps and extra-curricular activities. In the case of school camps involving overnight stay, the school does not permit students attending to use mobile phones. School mobile phone numbers will be made available to parents for emergency purposes.

Burleigh Heads State School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety whilst travelling alone on public transport commuting to and from school.

Mobile Phones

- All mobile phones are to be turned off and signed in at the front office when students arrive at school at the beginning of the day and collected at 3:00pm.
- Students are not permitted to carry their mobile phone on their person or to use their mobile phones during the day.
- If a student needs to make a phone call during the day they do so at the office.
- All care but no responsibility will be taken with the equipment.
- Any mobile phone used during the day will be immediately taken to the office. If this practice continues, parents/carers will be called to collect the phone at the office.

Responsibilities

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

It is **acceptable** for students at Burleigh Heads State School to:

- use school 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 school device

It is **unacceptable** for students at Burleigh Heads State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use 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.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the school is deemed ineffective, as with all such incidents, the school may consider it appropriate to refer the matter to the police.

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 Burleigh Heads State School Student Code of Conduct. In addition, students and their parents should:

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

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 Burleigh. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any place where a reasonable person would expect to be afforded privacy).

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

A student at school 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 a breach of this policy.

Even when 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 or harassment, 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

A breach of this policy may be subject to discipline (including suspension and recommendation for 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 QPS.

Text Communication

The sending and passing on text messages, that contain obscene language and/or threats of violence, may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school/home, should ensure they keep the message as evidence and bring the matter to the attention of the school office or their parents/carers.

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 she/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.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the HOSSES or Deputy Principal or Principal.

Preventing and Responding to Bullying

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

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Purpose

- Burleigh Heads State School strives to create positive, predictable environments for all students at all times of day. The disciplined and 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
 - ✓ BHSS uses the Australian Student Wellbeing Framework to promote positive relationships and the well-being of all students, staff and visitors
- There is no place for bullying at Burleigh Heads State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
- Bullying behaviours that will not be tolerated at Burleigh Heads State School 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.
- 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
- At Burleigh Heads State School there is a broad agreement among students, staff and parents/carers 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

- Research indicates that many problem behaviours are peer-maintained and create an audience factor. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
- The anti-bullying procedures at Burleigh Heads State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that 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

- Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - ✓ Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - ✓ All students know the school rules around Safety, Communication, Respect, School Pride and Learning and have been taught the expected behaviours attached to each rule in all areas of the school
 - ✓ Students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms and for transitions
 - ✓ 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. Special incursions from the Police, Life Education, Bravehearts etc are included to inform students.
 - ✓ 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.
- The student social skills and wellbeing programs include lessons on the anti-bullying process and consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. (see High 5 - Page 37)
- Teachers have taught students the procedures for dealing with being bullied. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Burleigh Heads State School takes care to combine

knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

- Burleigh Heads State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying is seen as a threat to the rights of the members of Burleigh Heads State School Community and is unacceptable behaviour. To ensure bullying is monitored, a whole school approach to the issue is required.

Responsibility of the School

- Implementing the School's Student Code of Conduct
- Active class and playground supervision by staff
- Class discussions to deal with problem
- Individual discussion with staff or admin or HOSES or Behaviour Support Teacher or Chaplain or counselling with the Guidance Officer
- Teaching of anti-bullying strategies in the classroom or in smaller target groups

Responsibility of Parents/Carers

What Can Parents/Carers Do?

- **WATCH FOR SIGNS** that your child is being bullied, e.g. unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property etc.
- **ENCOURAGE** your child to talk it through as much as possible so you get the basic information
- **KEEP AN OPEN MIND**, remembering you are getting one side of the story only.
- **ASK** questions gently
- **HELP** the child reflect on what has been done so far
- **HELP** the child work out the best way of solving the problem

Some Important Next Steps to Consider:

- **NEVER** try to sort out the bullies yourself – it rarely works and can make the situation worse
- **WHEN YOU ARE CLEAR** on the facts contact your child's teacher for an interview
- **PRESENT** your information as calmly as possible
- **REMEMBER**, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
- **ASK** your child's teacher about the school's policy on bullying and how they deal with it in the classroom
- **GIVE** the teacher some time to investigate the problem and arrange a follow up time to meet
- **CONTACT** the Principal or Deputy Principal if teacher is unavailable

The Next Steps May include:

- **ENCOURAGE** your child to develop friendships
- **SUPPORT** your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
- **WORK** at improving your child's self-esteem
- **SEEK** counselling to enable your child to learn to be more assertive and resilient and less likely to be bullied
- **IF SEVERE ABUSE** is evident, you may wish to consider police action

Responsibility of the Teacher in Regards to Bullying

- **MAKE** yourself available
- **TREAT** incidents confidentially where necessary
- **TREAT** incidents seriously

- **INVESTIGATE** each incident thoroughly
- **FOLLOW-UP** where necessary
- **PROACTIVELY EDUCATE** the children re bullying
- **ADVISE** Admin or HOSES or BST of bullying breaches ASAP.

Rights of Children with Respect to Bullying at School

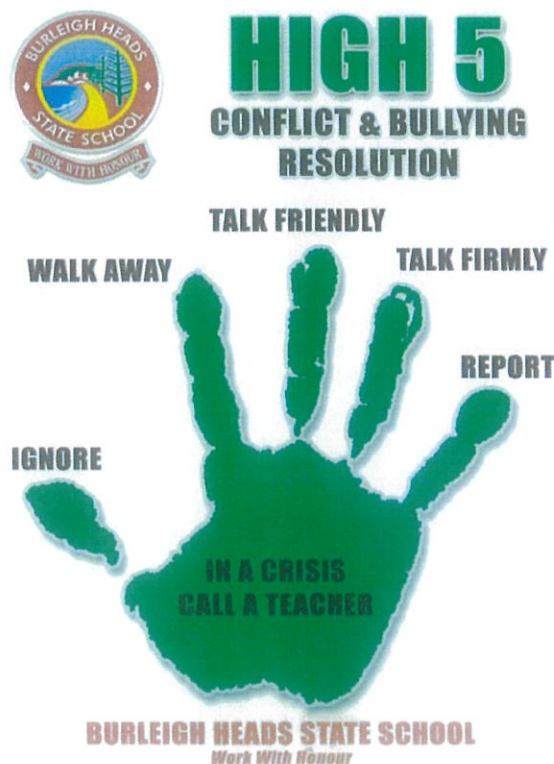
- **To know** that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
- **To know** that help is available.
- **To be confident** that follow-up action will occur after reporting the bullying.
- **To be confident** that assistance will be given to help them deal successfully with any further bullying.

Responsibilities of Students

At Burleigh Heads State School, students are taught the HIGH FIVE Strategy from Prep to Year 6 to allow them to manage bullying and/or situations in which they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are expected to act diligently and in a timely manner when a student makes a report to them. All staff are easily identifiable when rostered to provide supervision to assist students when reporting. High visible vests are worn to assist this process.

High Five Steps Include

1. Ignore
2. Walk Away
3. Talk Friendly
4. Talk Firmly
5. Report (immediately to a staff member)



Responsibilities of Students Who Witness Incidents of Bullying

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witnesses of bullying.

Students can:

- Inform supervising staff or classroom teacher of places in the school grounds (e.g. the oval near the north fence) where bullying occurs
- Inform the classroom teacher or playground duty staff member where children are being bullied
- Witness incidents of bullying and report:
 1. Who was bullying
 2. Who was being bullied
 3. What happened
 4. Where the incident took place
 5. When did the bullying happen
- Offer support and friendship to the child who was bullied
- Let other students know that bullying is not OK

Understand that telling a member of staff is not dobbing.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Class teacher will report this to Admin ASAP.

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

Students enrolled at Burleigh Heads State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. Police may be involved. 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, staff 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.

Burleigh Heads State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

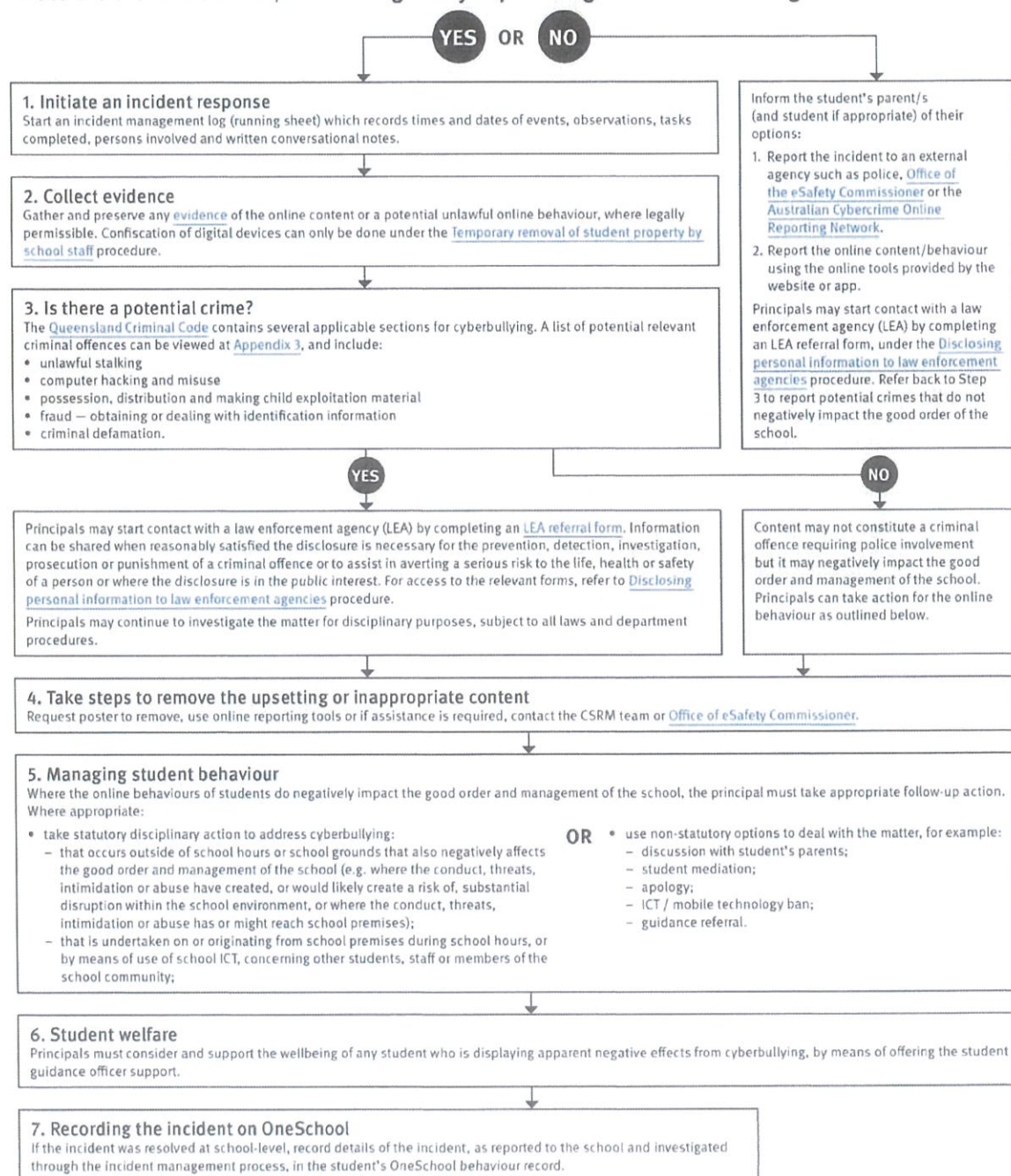
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

All staff at Burleigh Heads State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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 the 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 it general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- not make frivolous or vexatious complaints or include deliberately false or misleading information
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

MISBEHAVIOURS – BROAD DEFINITIONS - Appendix 1

DESCRIPTION OF MISBEHAVIOURS	SHORT DESCRIPTION
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she physically hurts another person.	Physical Harassment
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she verbally harasses another person <input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she misuses any of the school's It equipment or uses social media inappropriately	Verbal/Written Harassment
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she fails to follow directions of an adult.	Defiance
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she fails to follow the class rules.	Inappropriate Classroom Behaviour
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she destroys, vandalises or steals property.	Destruction of Property
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she uses sticks, stones or other implements to hurt or threaten others (including animals).	Keeping Objects to Yourself
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she uses inappropriate language.	Swearing/Derogatory Language
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she intentionally goes into an out of bounds area.	Out of Bounds
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she displays behaviour of a disorderly nature.	Disorderly Conduct
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she sexually harasses another person.	Sexual Harassment
<input type="checkbox"/> A student is deemed responsible of misbehaviour if he/she reduces the school image.	Reduction in School Pride

NUMERICAL DEMERIT POINTS ALLOCATIONS - Appendix 2

SHORT DESCRIPTION OF OFFENCE	DEMERIT POINTS		
	GRADE 1 OFFENCE	GRADE 2 OFFENCE	GRADE 3 OFFENCE
Physical Harassment	9	18	35
Verbal / Written Harassment - including inappropriate use of school IT equipment and inappropriate use of Social Media	5	10	20
Swearing/Derogatory Language	5	15	30
Destruction of Property	4	11	18
Keeping Objects to Yourself	3	5	10
Defiance/Disrespect	5	15	30
Out of Bounds	3	7	12
Inappropriate Classroom Behaviour	2	4	8
Disorderly Conduct	2	4	8
Sexual Harassment	9	18	35
Reduction in School Pride	2	4	8

MISBEHAVIOUR DESCRIPTIONS FOR BASE PENALTIES - Appendix 3

MISBEHAVIOURS	GRADE 1 Misbehaviour Description	Grade 2 Misbehaviour Description	Grade 3 Misbehaviour Description
PHYSICAL HARASSMENT	The student physically hurts themselves and/or others through non-intentional behaviours causing minor injury .	The student physically hurts themselves and/or others intentionally causing or potentially causing a minor injury .	The student physically hurts themselves and/or others intentionally causing or potentially causing a serious injury .
VERBAL/Written HARASSMENT Including: Inappropriate use of school IT equipment and inappropriate use of Social Media	The student verbally or in writing attacks another person or uploads pictures/videos or uses school IT equipment inappropriately with intent in an isolated manner .	The student verbally or in writing attacks another person or uploads pictures/videos or uses school IT equipment inappropriately with intent in a regular and/or ongoing manner causing a reduction in an individual's self-esteem .	The student verbally or in writing attacks another person or uploads pictures/videos or uses school IT equipment inappropriately with intent in a regular and/or ongoing manner causing a major reduction in an individual's self-esteem .
SWEARING / DEROGATORY LANGUAGE	The student uses inappropriate language that is directed at no particular individual and/or causes a minor inconvenience .	The student uses inappropriate language directed at another person with intent and/or causes a major inconvenience .	The student uses inappropriate language directed at an adult with intent .
DESTRUCTION OF PROPERTY	The student destroys their own or others property without intent .	The student destroys, vandalises or steals property with intent causing minor financial damage to their own or others property and/or places themselves or others in danger of an injury and/or causes considerable inconvenience to others.	The student destroys, vandalises or steals property with intent causing major financial damage to their own or others property and/or places themselves or others in danger of serious injury and/or causes a major inconvenience to others.
KEEPING OBJECTS TO YOURSELF	The student uses sticks, stones or other implements in a nonintentional manner that has the potential to hurt others (including animals).	The student uses sticks, stones or other implements in an intentional manner that has the potential to hurt or threaten others (including animals).	The student uses sticks, stones or other implements in an intentional manner that has the potential and/or hurts or threatens others (including animals).
DEFIANCE	The student fails to follow fair directions and as a result causes minor inconvenience to others.	The student fails to follow fair directions and as a result places themselves or others in danger of an injury and/or causes considerable inconvenience to others.	The student fails to follow fair directions and as a result places themselves or others in danger of serious injury and/or causes a major inconvenience to others.
OUT OF BOUNDS	The student places themselves in a pre-determined out of bounds area within the school grounds.	The student places themselves in a pre-determined out of bounds area within the school grounds and as a result places themselves or others in danger of an injury and/or causes considerable inconvenience to others.	The student chooses to leave the school grounds without prior permission.
INAPPROPRIATE CLASSROOM BEHAVIOUR	The student has violated the rules of the classroom causing minor inconvenience to their own and others learning (eg. annoying others, punctuality, rudeness).	The student has violated the rules of the classroom in a regular ongoing manner and/or causing a major inconvenience to their own and others learning (eg. ongoing deterioration in behaviour showing little desire to change, serious infringement of the rights of others).	The student violates the rights and rules of the classroom causing a major inconvenience to their own or others learning and/or places themselves or others in danger of a serious injury (eg. abusive, poor effect on peers, dangerous behaviour, uncontrollable and uncooperative).
DISORDERLY CONDUCT	The student has violated the rights and responsibilities of themselves and others causing a minor inconvenience .	The student has violated the rights and responsibilities of themselves and others causing a major inconvenience .	The student has violated the rights and responsibilities of themselves and others causing a major inconvenience and/or places themselves or others in danger of a serious injury (eg. abusive, poor effect on peers, dangerous behaviour, uncontrollable and uncooperative).
SEXUAL / RACIAL HARASSMENT	The student uses language of a sexual/racial manner that is inappropriate .	The student uses language of a sexual/racial manner directed at another person that is malicious in intent causing a reduction in an individual's self-esteem .	The student uses language of a sexual/racial manner and/or physically touches another person in an unwanted sexual manner that is malicious in intent causing a major reduction in individual's self-esteem .

DEMERIT POINTS – THE CONSEQUENCES - SECOND SCHEDULE – Appendix 4

NUMBER OF POINTS (For the Term)	CONSEQUENCES
Less than 20	<ul style="list-style-type: none"> The student's behaviour is adjusted through teacher intervention.
Level 1 Greater than 20, but less than 40	<ul style="list-style-type: none"> The student's behaviour is adjusted through teacher intervention and they are informed formally/informally that they are in Level 1 of the Behaviour Management Policy.
Level 2 Greater than 40, but less than 80	<ul style="list-style-type: none"> The student does not participate in their class's Rewards Day activity. Reactive/Proactive strategies implemented. The class teacher informs parents of student's behaviour details.
Level 3 Greater than 80, but less than 110	<ul style="list-style-type: none"> The student's parents are informed via a phone call or interview that their child has reached Level 3 of the Student Code of Conduct and that their child is on a Yellow Card until their points drop below 80. While on a Yellow Card students do not attend any activities outside the school: interschool sport, excursions or camps. Support staff such as the Behaviour Management Teacher and Guidance Officer is informed of student's behaviour and input requested. The student's behaviour continues to be tracked and monitored. The student may commence a classroom and/or playground behaviour contract that is sent home daily for parents to sign and return.
Level 4 Greater than 110, but less than 130	<ul style="list-style-type: none"> The student's parents will be requested to attend an urgent interview to inform them that their child has reached Level 4 of the Behaviour Management Policy. The parents are informed of possible impending suspension of their child. Reactive/proactive strategies discussed and implemented. Student continues on their Yellow Card. The student's behaviour continues to be tracked and monitored.
Level 5 Greater than 130, but less than 150	<ul style="list-style-type: none"> The student will undergo an in school suspension and/or formal suspension. The student's behaviour continues to be tracked and monitored.

*** School camps, excursions and Reward Days eligibility will also be dependent on the total amount of demerit points collected throughout the year.**

*** Any consequences for students with disabilities that are implemented will be done in consultation with the HOSES.**

*** The Principal has the right to suspend a student for behaviour of a serious nature regardless of accumulated demerit points.**

STRATEGIES TO MANAGE MINOR BEHAVIOURS – Appendix 5

Technique	Explanation
Proximity	<p>Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour.</p> <p>The teacher is a source of support and strength and helps the student to control his impulses by her/his proximity.</p>
Signal Non-verbal Cue	<p>Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a tap on the desk, a card system, picture cues etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.</p>
Ignore/Attend/Praise	<p>This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and a reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.</p>
Restitution	<p>Involves having the student compensate for any damage that is a result of his/her actions. Restitution is required to repair any damage done, restore the environment to its original condition, to make amends to persons who were affected by the behaviour.</p>
Re-Direct	<p>This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".</p>
Re-Teach	<p>Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.</p>
Provide Choice	<p>Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.</p>
Student Conference	<p>This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.</p>

CONTINUA – BEHAVIOUR COMMENTS FOR REPORTING - Appendix 6

The continua below is used alongside the Schoolwide Expectations Teaching Matrix and inform school reporting.

Excellent	Very Good	Satisfactory	Needs Attention	Unsatisfactory
A	B	C	D	E
<ul style="list-style-type: none"> * always interacts appropriately in the playground * is cooperatively assertive in all classroom activities * shows respect and consideration for others in all circumstances * actively discourages bullying * takes turns, shares and encourages others to do likewise * uses humour appropriately * is encouraging to others and uses no put downs * is always inclusive of others * consistently uses appropriate conflict resolution skills * adapts well to change * always respects property and encourages others to do likewise * always acts appropriately will ALL staff and volunteers <p>Has received NO POINTS for behaviour in the classroom or playground.</p>	<ul style="list-style-type: none"> * interacts appropriately in the playground * is cooperative in all classroom activities * shows respect and consideration for others in most circumstances * discourages bullying behaviours * always takes turns and shares * uses humour appropriately * is generally encouraging to others and uses no put downs * is inclusive of others * uses appropriate conflict resolution skills * usually adapts well to change * always respects property * acts appropriately with staff and volunteers <p>Has received 40 POINTS or less for behaviour this Semester in the classroom or playground.</p>	<ul style="list-style-type: none"> * usually interacts appropriately in the playground * is cooperative in most classroom activities * shows respect for others in most circumstances * discourages bullying behaviours * usually takes turns and shares * sometimes uses humour appropriately * is encouraging to others * is usually inclusive of others * uses appropriate conflict resolution skills * adapts well to some changes * usually respects property * usually acts appropriately with staff and volunteers. <p>Has received 41 - 79 POINTS for behaviour this Semester in the classroom or playground.</p>	<ul style="list-style-type: none"> * at times interacts inappropriately in the playground * is sometimes disrespectful of others * sometimes uses bullying and harassing behaviours * sometimes takes turns/shares * sometimes uses humour inappropriately * sometimes uses put downs * is sometimes inclusive of others * uses inappropriate conflict resolution skills * adapts poorly to some changes * is sometimes disrespectful of property * sometimes is uncooperative with staff and volunteers * has been on a YELLOW CARD * has had lunch time sessions in the Reflection Room <p>Has received 80 - 99 POINTS for behaviour this Semester in the classroom or playground.</p>	<ul style="list-style-type: none"> * interacts inappropriately in the playground * is disrespectful of others * uses bullying and harassing behaviours * rarely takes turns or shares * frequently uses humour inappropriately * frequently uses put downs * is rarely inclusive of others * uses very inappropriate conflict resolution skills * adapts poorly to change * is disrespectful of property * needs reminding to employ safe practices and has had to be withdrawn from activities due to safety breaches * requires ADMIN support to assist in managing behaviours and regular communication between home and school to monitor behaviour * has had ADMIN intervention on a regular basis * has been on a YELLOW CARD and/or PLAYGROUND OR BEHAVIOUR CONTRACT <p>Has received 100+ POINTS for behaviour this Semester in the classroom or playground.</p>