



Bellbird Park State
Secondary College

Student Code of Conduct

Equity and Excellence: realising the potential of every student

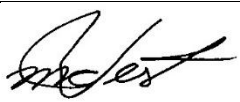
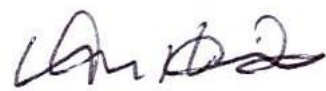
Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Endorsement

Principal Name:	Michael West
Principal Signature:	
Date:	01 September, 2025.
P/C President Name:	Sheree Haines
P/C President Signature:	
Date:	01 September, 2025

Contents

Purpose	4
Principal's Foreward	4
Whole School Approach to Discipline	5
PBL Expectations	5
Consideration of Individual Circumstances	6
Differentiated and Explicit Teaching	7
Focussed Teaching	7
Intensive Teaching	8
Classroom Routines	8
Disciplinary Consequences	12
School Policies	16
Temporary removal of student property	16
Use of mobile phones and other devices by students	18
Preventing and responding to bullying	20
Appropriate use of social media	24
Restrictive Practices	26
Critical Incidents	27

Purpose

Bellbird Park State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Bellbird Park State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Principal's Foreword

Bellbird Park State Secondary College is developing a strong and proud tradition of providing high quality education for every student in our community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Bellbird Park State Secondary College has four core values, Responsibility, Integrity, Support and Effort, known as RISE.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, selfdisciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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

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

Whole School Approach to Discipline

Bellbird Park State Secondary College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal or their delegate.

PBL Expectations

Our PBL Expectations Matrix was created in collaboration with the staff, students and parents. They chose and voted that Responsibility, Integrity, Support and Effort should become our four values. From this, we wrote the expectations for our college.

	AT ALL TIMES	IN THE LEARNING ENVIRONMENT	IN THE COLLEGE GROUNDS AND WIDER COMMUNITY
R RESPONSIBILITY	<ul style="list-style-type: none"> Listen and follow instructions Take responsibility for your choices and actions Be on time Be environmentally conscious Leave inappropriate items at home Use technology appropriately and as directed Look after your safety and the safety of others 	<ul style="list-style-type: none"> Be prepared to learn Participate in teaching and learning Look after your belongings and the belongings of others 	<ul style="list-style-type: none"> Use equipment appropriately Play appropriately with others Follow canteen expectations Move around our College safely Follow road safety rules
I INTEGRITY	<ul style="list-style-type: none"> Represent our College with pride Be polite and use manners Be honest Respect the personal space of others Wear full College uniform Play fair and follow the rules Accept the consequences of your choices with maturity 	<ul style="list-style-type: none"> Respect the learning of other students and classes Take care of classroom equipment Practise academic honesty 	<ul style="list-style-type: none"> Look after College equipment and grounds Report damage to College staff Be gracious in victory and defeat Be resilient in your social interactions
S SUPPORT	<ul style="list-style-type: none"> Appreciate other cultures, identities, beliefs and differences Help those in need Treat others with respect Seek help when needed Take care of your health 	<ul style="list-style-type: none"> Be respectful of others' right to learn Assist others with their learning when appropriate Celebrate the success of others Support teachers and support staff 	<ul style="list-style-type: none"> Include others Treat others with dignity Allow others to continue learning when moving around the College grounds
E EFFORT	<ul style="list-style-type: none"> Attend College on time, every lesson and every day Embrace new challenges and experiences Persevere when faced with difficulties 	<ul style="list-style-type: none"> Actively contribute to a positive learning environment Complete all set tasks to the best of your ability Complete homework and revision Complete drafting and assessment processes on time 	<ul style="list-style-type: none"> Involve yourself in extra-curricular activities Follow through on your commitments

Consideration of Individual Circumstances

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

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

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

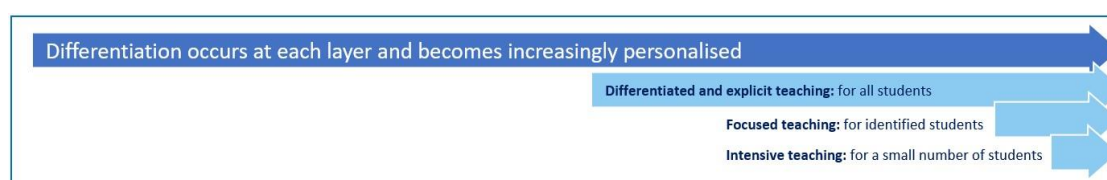
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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 Bellbird Park State Secondary College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Bellbird Park State Secondary College 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:

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based 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 at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Classroom Routines

It is crucial that our high expectations are consistent in every classroom. All staff implement the following routines when teaching at BPSSC.



OUTSIDE THE CLASSROOM



- Arrive on time
- Place bags in bag racks
- Organise necessary equipment
- Put technology out of sight
- Sit in two lines
- Wait quietly for teacher instructions



INSIDE THE CLASSROOM



- Enter quietly and stand at your desk
- Teacher to invite you to sit
- Open book and write learning goal down
- Participate in lesson activities
- Consider other's right to learn
- Care for equipment



EXITING THE CLASSROOM



- Record homework in diary
- Complete exit activity
- Tidy room and floor
- Stand behind desk and chair
- Teacher to give permission to leave

POSITIVE BEHAVIOUR FOR LEARNING @ BELLBIRD PARK STATE SECONDARY COLLEGE...

WE ARE READY TO LEARN



WE RESPOND POSITIVELY TO REMINDERS



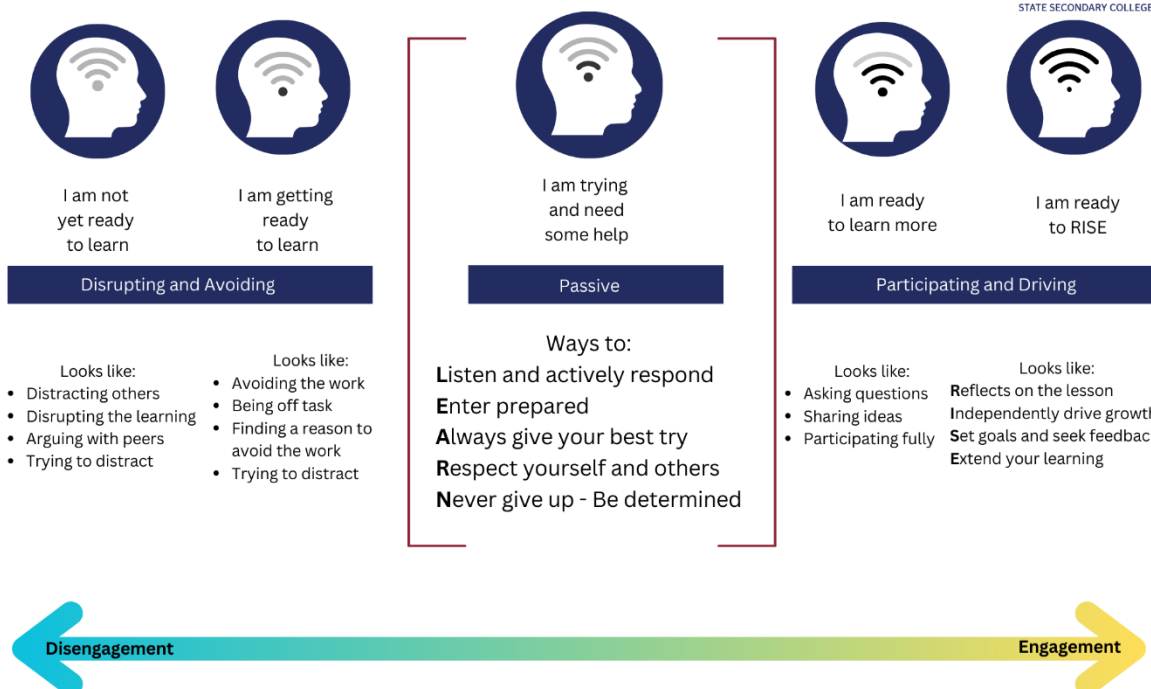
WE REFLECT & REFOCUS



WE TAKE RESPONSIBILITY & ACCEPT CONSEQUENCES



READY TO LEARN SCALE



Effort Awards

As part of our RISE expectations, we have a strong focus on Effort, including hosting an Effort Award Ceremony. Students who receive a minimum number of “Excellent” Effort grades on their report card – earn this award. Parents and carers are invited to celebrate this achievement, and students are given badges and certificates during the ceremony.



Traffic Lights

The Traffic Lights were designed to help students take control of their problems by reflecting and self-assessing to determine what they should do and whether they need help.



Disciplinary Consequences

The disciplinary consequences model used at Bellbird Park State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides 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)
- 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")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- 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)
- Detention

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing

- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Bellbird Park State Secondary College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose

of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Bellbird Park State Secondary College and will be removed if found in a student's possession:

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

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

tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Bellbird Park State Secondary College:

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

Parents of students at Bellbird Park State Secondary College

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bellbird Park State Secondary College 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 Bellbird Park State Secondary College

- 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 Bellbird Park State Secondary College 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

On the 6 July 2023, the Minister for Education announced the introduction of a state-wide decision that personal technology devices in Queensland schools from 2024 will be "Away for the Day".

We care about our students' health, safety and wellbeing:

The 'Away for the day' policy at Bellbird Park State Secondary College aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile devices
- support our college to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students, away from screens
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying or accessing harmful content.

Personal Technology Devices (PTD)	Every Student, Every Day
<p>Personal technology devices include, but are not limited to:</p> <ul style="list-style-type: none"> • Mobile phones • Portable music players • Wireless headphones and earbuds • Wearable devices including smart watches. • Any other electronic devices that have the ability to connect to telecommunication networks or the internet. 	<p>All personal technology devices must be switched off and not seen or heard from the first bell at 8.40am until the time learning finishes at 2.50pm. This includes class time, lunch 1 and lunch 2.</p>

Storage of PTDs

As with all valuable items, students are strongly discouraged from bringing mobile phones and other PTDs to school due to the potential for loss, theft or damage of the item. BPSSC cannot accept responsibility for the loss, theft or damage to such items, including mobile phones. These items are brought to school at your own risk. Students can store their PTDs:

- Off and away zipped in their pocket (not visible to staff)
- Off and away in their school bag
- Off and away in their laptop bag
- Stored in laptop locker in Information Services (cost for hire \$20 a semester)

Misuse of Personal Technology Devices

If a device is sighted or heard, the student will be required to hand in the device to student services where it will be stored securely until the student is required to depart college grounds.

Consequences for misuse are issued aligned to BPSSC Student Code of Code of Conduct and Positive Behaviour for Learning (PBL) Framework.

First Offence	<ul style="list-style-type: none"> • Students to hand their PTD to student services, for collection at the end of the school day or when the student departs the college.
Second Offence	<ul style="list-style-type: none"> • Students to hand their PTD to student services, parent phone call. • Parent to collect from college administration at the end of the school day or when the student departs the college.

Third Offence	<ul style="list-style-type: none"> Students to hand their PTD to student services, parent phone call. Parent to collect from college administration at the end of the school day or when the student departs the college. DP/HOY OneSchool Referral.
If a student refuses to follow staff directions to hand in their personal technology device (PTD), students may be issued a consequence for defiance aligned to the BPSSC Student Code of Conduct and Positive Behaviour for Learning (PBL) Framework.	
Technology for Educational Purposes	
At times, teachers of students in Year 11 and 12 may instruct, or allow students to use mobile phones or electronic devices for specific educational purposes, such as: <ul style="list-style-type: none"> recording an experiment recording a musical or dance performance for analysis taking photos of work in Construction or Engineering as evidence of progress for the qualification listening to a clip that explains a concept in Business, Sport and Recreation etc. <p>At these times students may use their Personal Technology Devices (PTD) but only when instructed to by their teacher who will place a sign up in their classroom allowing the use of devices.</p> <p>Students in Year 7-10 are not permitted to use their PTDs for learning in the classroom.</p>	
I want further information	
Please visit: https://bellbirdparkssc.eq.edu.au/our-school/rules-and-policies to view our Student Code of Conduct, Frequently Asked Questions for Students and Parents, and Frequently Asked Questions for Staff. Please visit the Department of Education Website for additional information on 'Phones away for the day'.	

It is **unacceptable** for students Bellbird Park State Secondary College to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bellbird Park State Secondary College Student Code of Conduct. In addition students and their parents should:

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

Preventing and responding to bullying

Rationale

Bellbird Park SSC's anti-bullying procedures are a part of our Positive Behaviour for Learning (PBL) support processes. Students are explicitly taught expected behaviours and receive positive reinforcement for demonstrating college expectations. PBL and Wellbeing lessons have been developed with an explicit focus preventing on bullying and harassment, as well as strategies for students to prevent and respond to instances of bullying and harassment.

Purpose

Bellbird Park SSC strives to create positive, predictable environments for all students at all times of the 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.

There is no place for bullying at Bellbird Park SSC. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our college community's expectations and endeavours for supporting all students.

At Bellbird Park SSC, there is broad agreement among students, staff and parents/carers that bullying is not the same as conflict. The generally accepted definition of bullying is that it:

- is repeated and ongoing
- involves a misuse of power
- involves behaviours that cause significant harm

Students are asked to always report bullying to a member of staff as soon as possible when it is seen or experienced.

Bullying related to disability, race, age or sex could constitute a breach of the law according to Australian discrimination laws. Behaviour of this nature affecting the college will be considered a serious violation of BPSSC expectations.

Prevention

If students experience peer relationship issues that are not ongoing and repeated, not involving a misuse of power and are not causing significant harm, the problem is likely to be conflict and not bullying.

Students are taught to THINK first, before taking action when there is a problem. The THINK poster is visible in classroom and assists the students to 'filter out' minor issues that they can handle by simply not reacting, not posting on social media and not engaging in gossip.

If, after using this filter, the student still feels there is a problem, more detailed problem solving strategies are taught. If the student is still unable to solve the problem, adult assistance is required.



Many bullying behaviours are maintained through the actions of bystanders. 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 college does not encourage students to place themselves at risk, our anti-bullying procedures involve teaching staff and students 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.

Our College-wide prevention strategies include:

- Universal behaviour support processes through PBL will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying and harassment.
- All students know our four college expectations and values of Responsibility, Integrity, Support and Effort and how to RISE up.
- All students are explicitly taught our four college values and the behaviours that lie under each of these across a variety of areas in the college.
- All students are explicitly taught to recognise all forms of bullying and harassment, and how to respond appropriately. These lessons are scheduled to occur at the same time in order to maintain consistency of skill acquisition across the college.
- All students are taught how to have Respectful Relationships through the college Wellbeing program.
- All students are taught pro-active strategies to support their friends in times of conflict through the College Wellbeing program.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and positively interacting as they supervise and move through the grounds.

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 Bellbird Park SSC takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Bellbird Park SSC records inappropriate behaviour and uses behavioural data for decisionmaking. This data is entered into OneSchool and can be recalled as summary report 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.

Cyberbullying

Cyberbullying is treated at Bellbird Park State Secondary College 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 Head of Year.

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

Students enrolled at Bellbird Park State Secondary College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant Head of Year.

Bellbird Park State Secondary College - 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](#).

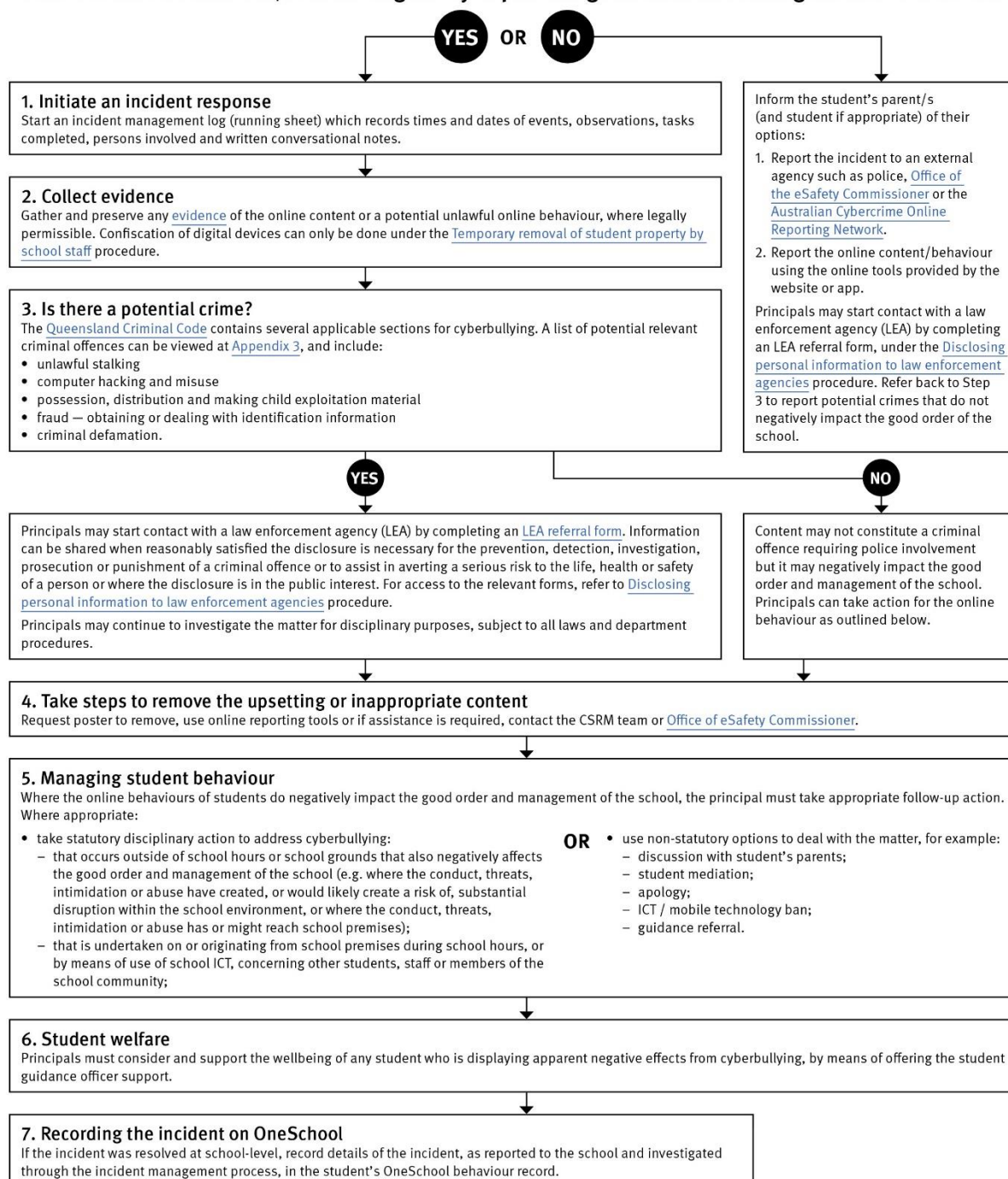
Explicit images

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).

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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 Bellbird Park State Secondary College 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