Bellbird Park State Secondary College

Student Code of Conduct

2021-2024

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

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Endorsement

Principal Name:	Michael West
Principal Signature:	
Date:	21/01/2021

P/C President and-or School Council Chair Name:	Michael Wilson
P/C President and-or School Council Chair Signature:	
Date:	21/01/2021

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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, self-disciplined 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.

Learning and Behaviour Statement

Bellbird Park State Secondary College is committed to providing a safe, supportive and disciplined learning environment for students, staff and the community. Students have the opportunities to engage in quality learning experiences, extra-curricular activities, and a wellbeing program that are supportive of their lifelong learning and social-emotional needs.

All areas of Bellbird Park SSC are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is the Positive Behaviour for Learning (PBL) framework.

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Our shared college expectations are intoned frequently for all members of the community to follow. This assists Bellbird Park SSC to create and maintain a safe, disciplined and supportive teaching and learning environment, where all members of the college community have clear and consistent expectations and understandings of their role in the educational process.

At Bellbird Park SSC, we believe there are many pathways and no limits. We maintain that all students can follow their chosen path and find success. To promote our expectations, we developed a Phoenix mascot; the Phoenix is a symbol of our students' ability to RISE.

We teach our students to RISE up and be their best by demonstrating Responsibility, Integrity, Support and putting in maximum Effort.

Our school expectations are aligned with the values, principles and expected standards outlined by the Department of Education.

Student Wellbeing

Bellbird Park State Secondary College 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 Head of Year 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's curriculum at Bellbird Park Sate Secondary College we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 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
Bellbird Park State Secondary College 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
Bellbird Park State Secondary College works closely with parents 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
Bellbird Park State Secondary College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the college can provide further information and relevant forms.

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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.

Bellbird Park State Secondary College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health
Bellbird Park State Secondary College 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
Bellbird Park State Secondary College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Bellbird Park State Secondary College staff follow suicide intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Bellbird Park State Secondary College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Bellbird Park State Secondary College 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.

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Support Network

Students at Bellbird Park SSC are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents/Carers
- Teachers
- Support Staff
- Heads of Department
- Heads of Year
- Youth Support Coordinators
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- Community Education Counsellor
- Community Liaison Officer
- School Based Police Officer/Adopt a Cop
- School Based Youth Health Nurse.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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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 approximately 50 rules or expectations for our college.

	AT ALL TIMES	IN THE LEARNING ENVIRONMENT	IN THE COLLEGE GROUNDS AND WIDER COMMUNITY
R RESPONSIBILITY	• 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	• Be prepared to learn • Participate in teaching and learning • Look after your belongings and the belongings of others	• Use equipment appropriately • Play appropriately with others • Follow canteen expectations • Move around our College safely • Follow road safety rules
I INTEGRITY	• 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	• Respect the learning of other students and classes • Take care of classroom equipment • Practise academic honesty	• 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	• Appreciate other cultures, identities, beliefs and differences • Help those in need • Treat others with respect • Seek help when needed • Take care of your health	• Be respectful of others' right to learn • Assist others with their learning when appropriate • Celebrate the success of others • Support teachers and support staff	• Include others • Treat others with dignity • Allow others to continue learning when moving around the College grounds
E EFFORT	• Attend College on time, every lesson and every day • Embrace new challenges and experiences • Persevere when faced with difficulties	• 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	• 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 that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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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.
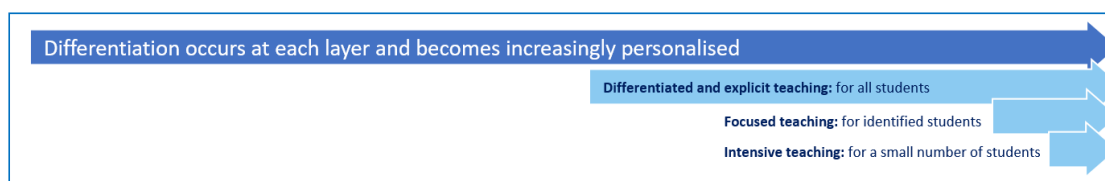
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for 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 focussed 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

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CLASSROOM MANAGEMENT FLOWCHART

BELLBIRD PARK STATE SECONDARY COLLEGE

RISE

1 ESSENTIAL SKILLS

USE **ESSENTIAL SKILLS** & REINFORCEMENT OF POSTITIVE BEHAVIOURS

Key strategies include:
- Follow Classroom Routines
- Parallel acknowledgment
- Selective attending
- Redirection

2 LEAST INTRUSIVE STRATEGIES

USE **LEAST INTRUSIVE STRATEGIES**

Key strategies include:
- Proximity
- Body Language
- Non-verbal redirection

3 QUIET TALK

ENGAGE IN **QUIET TALK**

- Make the expectations clear: 'At Bellbird Park we...'
- Offer assitance & give a choice
- Reteach expectation & remind of curriculum activity

4 TAKE-UP TIME

PROVIDE **TAKE-UP TIME** FOR STUDENT TO CHANGE THEIR BEHAVIOUR

- Provide moment out-of-class
- Walk away from the student

5 BUDDY CLASS

DISRUPTIVE BEHAVIOURS WHERE THE LEARNING OF THE CLASS STOPS, REFER TO **BUDDY CLASS**

- Make the expectations clear: 'At Bellbird Park we...'
- Offer assitance & give a choice
- Reteach expectation & remind of curriculum activity

FOLLOW UP

Did you issue consequence or call home? Remember to One School. See Minor and Major document for guidance.

!

If the strategies above have failed to change students behaviour, refer to the Escalation Flowchart.

Effort Awards

As part of our RISE expectations, we have a strong focus on Effort. In fact, twice a year, we hold an Effort Award Ceremony. Students who receive a certain numbers 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.

7 EXCELLENT GRADES FOR EFFORT (GOLD)

6 EXCELLENT GRADES FOR EFFORT (SILVER)

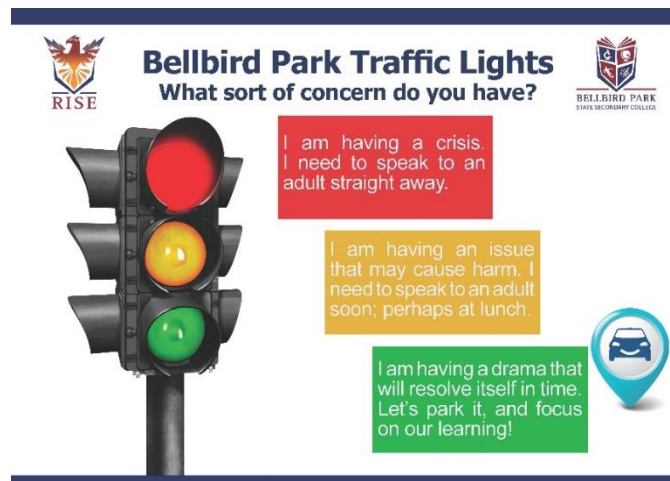**5 EXCELLENT GRADES FOR EFFORT** (BRONZE)

BELLBIRD PARK EFFORT AWARDS
ARE YOU ON TRACK TO RECEIVE AN AWARD?

*TO RECEIVE AN EFFORT AWARD YOU MUST HAVE NO LESS THAN EXCELLENT & VERY GOOD EFFORT GRADES ON YOUR SEMESTER REPORT CARD.

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.

Bellbird Park Traffic Lights
What sort of concern do you have?

I am having a crisis. I need to speak to an adult straight away.

I am having an issue that may cause harm. I need to speak to an adult soon; perhaps at lunch.

I am having a drama that will resolve itself in time. Let's park it, and focus on our learning!

Legislative Delegations

Legislation

In this section of the Bellbird Park State Secondary College 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".

The Principal may authorise a Deputy Principal, Head of Year, Dean of Students or Head of Campus to tell a student and parent of the Principal's decision to suspend / exclude.

The Principal will use the Instrument of Authorisation to record any authorisation/s given to the Deputy Principal, Heads of Year, Deans of Students and/or Head of Campus to tell students and parents of suspension or exclusions decisions made by the Principal.

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 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

Focussed

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 / Monitoring Cards
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Discipline Improvement Plan

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)

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- 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 schools 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.

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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)
- Goal setting to prevent a repeat behaviour
- 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.

Defining Behavioiurs

Bellbird Park SSC takes systematic steps to prevent problem student behaviour, however when unacceptable behaviour occurs, our college seeks to ensure students receive consistent consequences that are proportionate to the nature of the behaviour.
When responding to behaviour, the staff member first determines if the problem behaviour is Major or Minor, with the following agreed understanding:

- **Minor** problem misbehaviours are *handled by the staff member*, usually at the time of the incident.
- **Major** problem misbehaviours are those which *require further direct action* by other staff such as Head of Year (HOY), Head of Department (HOD) or Deputy Principal (DP). All major misbehaviours should be recorded on OneSchool.

Minor misbehaviours are those that:
- are minor breaches of the college rules;
- cause disruption for short periods of time;
- are behaviours that you will encounter multiple times a day, every day;
- do not violate the rights of others in any serious way;
- do not pose a risk of significant harm to others or property;
- are not part of a pattern of problem behaviours; and

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- do not require involvement of specialist support staff or Administration.

Persistent minor behaviours are those that:
- are teacher managed;
- are repeats of the same type of behaviour over several days;
- are recorded on OneSchool as Minor behaviours;
- require careful use of the Classroom Management Intervention Flowchart to deal with.

Minor problem behaviours usually result in consequences logically connected to the problem behaviour.
Examples include (but not limited to):
- re-direction to task
- apology
- detention
- litter duty
- extra work given
- removal from an activity or event for a specified period of time
- partial removal from activity/event as appropriate
- temporary removal of property
- individual meeting with the student

Major misbehaviours are those that:
- significantly violate the rights of others;
- pose a risk of harm to people or property;
- involve any breach of law or possession of a prohibited item or substance at school;
- are persistent minors where the student has not responded to use of the flow chart;
- require intervention by school Administration e.g. HOY, HOD or DP.

Major behaviours result in a referral to Administration (HOY, HOD or DP) because of their seriousness. When major problem behaviour occurs, staff members calmly state the behaviour to the student and remind them of the school expectations. Dependant on the behaviour, staff then either refer the student through OneSchool for follow-up, contact HOY/DP for support, or escort the student to Administration, as appropriate to the situation.

Major problem behaviours result in consequences, dependent on the nature and severity of the problem behaviour.

Examples of consequence to major incidents include:
- formal apology
- restitution
- contact home
- Admin Detention
- after school detention
- loss of privilege(s)
- warning regarding future consequence for repeated offences
- temporary removal of property as appropriate
- time away from class in a specific location e.g. at HOD office, or Administrative Services
- community service, e.g. litter duty, wedding, other organised community service
- referral to the BPSSC Positive Alternative for Reengagement in the Community room (PARC)
- short or long suspension
- suspension with recommendation for exclusion

The following table outlines some examples of Minor and Major problem behaviours:

This list of examples aligns to the behaviour categories on OneSchool. *It is not exhaustive, merely a guide for staff decision making.*

BEHAVIOUR CATEGORY	MINOR	MAJOR
Bullying/ harassment (may be verbal, written, gestural or cyber)	• harassment of other students, usually interpersonal conflict • isolated disrespectful comments towards students • swearing at or about another student	• sustained, repeated or extreme disrespectful language (e.g. based on race, religion, gender, age, sexual identity or nationality) directed at a student • includes intimidation
Defiant/threat/s to adults	*Major Only*	• verbal, written or physical threat, may include use of proximity, directed at a member of staff (or other adult) with intent to threaten
Disruptive	• persistent short interruptions (e.g. talking, yelling, noise with materials)	• sustained or repeated interruption to the point where teaching and learning is stopped
Dress code	• isolated incidents of not following the dress code	• ongoing refusal/breach to follow dress code
IT misconduct	• technology used for purpose other than learning as directed by staff • using another student's login • misuse of computers during classroom time, e.g. turning off a friend's computer • playing music/games aloud	• use of mobile phone or MP3 player during class time (*device to be sent to office with note and description of phone*) • repeated inappropriate use of technology • accessing inappropriate web content • posting images of the school logo/uniform without permission • illegal actions via telecommunication
Late	• isolated instances of lateness to class/events without explanation	• repeated, intentional lateness to class/events without explanation; • persistent late arrivals
Lying/Cheating	• breach of assessment policy at draft stage • plagiarism at draft stage • giving an adult a false name	• significant breach of assessment policy including plagiarism at final assessment stage • malicious lying that impacts another person
Misconduct involving object	• actions using an object which distracts or interrupts • accidental actions with an object that causes damage or harm	• intentional or conscious actions using an object which causes harm or has the potential to harm self or others (e.g. throwing a chair at another person)
Non-compliant with routine (including teacher directions)	• failure to respond to staff requests • failure to attend detention	• repeated failure to respond to staff requests • repeated failure to attend detentions • use of low-level banned items (e.g. eating chewing gum at school, act of graffiti, etc.)

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Other conduct prejudicial to the good order & management of the school	*Major only*	• deliberate actions which seriously disrupt college routine and/or occasions • inappropriate behaviour, including whilst representing the college and/or in view of the public, *where behaviour does not fit into another category*
Physical misconduct	• physical actions where unintentional injury may occur (e.g. horseplay, running, etc.)	• serious and intentional physical contact, causing harm or potential to cause harm, to self or others (e.g. hitting, kicking, hair pulling, scratching, etc.)
Possess prohibited items	• in possession of low-level banned items (e.g. permanent marker, whiteout liquid, chewing gum, aerosol cans, etc.)	• possession of dangerous items that have the potential to damage (e.g. matches, lighters, firecrackers, lighter fluid, etc.) • possession of weapons readily capable of causing harm (e.g. knife)
Prohibited items	• knowledge of and support to conceal low-level banned items (relating to above category)	• knowledge of and/or supporting others to conceal dangerous item (relating to above category)
Property misconduct	• minor damage to property, repairable/cleanable (e.g. pencil graffiti on a desk) • accidental actions that result in destruction or disfigurement of college or student property	• theft • graffiti • intentional actions that result in destruction or disfigurement of college or student property where repair or replacement is necessary
Refusal to participate in program of instruction (curriculum related)	• refusal to participate in an activity that forms part of the school curriculum • non-submission of drafts	• continual and persistent refusal to participate in curriculum activity • non-submission of assessment • repeated pattern of non-submission of drafts
Substance misconduct involving illicit substance	• *MAJOR only*	• possession or use of illegal drugs/substances or items purported to be a drug
Substance misconduct involving tobacco & legal substances	• in the company of others who are using tobacco or alcohol and/or associated objects on college grounds	• possessing tobacco, alcohol, chroming items and/or associated objects (including e-cigarettes, e-cigars, vape pens, aerosol cans, strong chemicals, lighter, matches, etc. and/or other similar products) on college grounds • smoking or using alcohol off college grounds in full college uniform • intoxicated on college grounds
Threat/s to others	• conflict between peers involving non-specific threats • unsubstantiated rumours a student may want to fight another	• specific verbal, written or physical threat directed at another student and/or involving threats of an illegal nature (rape, death, suicide)
Truant/skip class	• leaving class without permission for part of lesson • being out of class during class time without a note	• outside of college boundaries/off college grounds during school time • truanting a whole lesson

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Verbal misconduct (directed at an adult)	• inappropriate language directed at an adult • non directed swearing when given directions • talking back	• verbal abuse directed at an adult
Other	• Student engages in minor problem behaviour that does not fit into another category	• Student engages in major problem behaviour that does not fit into another category

Items Banned at BPSSC

There are some specific items that are considered banned at BPSSC. Students can expect these items to be temporarily removed and/or investigated immediately.

Items that are banned at BPSSC include, *but are not limited to*:

- permanent markers
- white-out pens and liquid (white-out tape is acceptable)
- aerosol cans
- chewing gum
- cigarettes and smoking paraphernalia including e-cigarettes and/or vaping equipment regardless of presence of nicotine
- drugs and alcohol, or those items purported to be drugs or alcohol
- strong chemicals or other items used for chroming
- weapons, including replica weapons
- dangerous or potentially dangerous items such as lighter fluid and firecrackers
- non-college items of clothing (see *BPSSC Dress Code* for further information on this)

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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
- Appropriate use of social media
- Preventing and responding to bullying

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:
  o is prohibited according to the Bellbird Park State Secondary College Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o does not maintain and foster mutual respect
  o 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:
  o is prohibited according to the Bellbird Park State Secondary College Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o does not maintain and foster mutual respect
  o collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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Use of mobile phones and other devices by students
Appropriate use of social media

Mobile Phones and Electronic Devices

Personal technology devices include, but are not limited to, such items as:
- Mobile phones
- MP3 players
- Personal gaming devices
- Cameras or other recording devices
- Speakers

Mobile phones (with cameras, internet connection and recording mechanisms) and other electronic devices are an integral part of modern living. They have become a convenient and useful mode of communication and entertainment. They serve an important role in enhancing contact with the world, providing immediate access to information, giving families a sense of security and providing individuals with hours of entertainment.

Acknowledging the above, the number of mobile phones and other electronic devices at schools has sharply increased in recent years. If students bring a mobile phone or electronic device to school then they must comply with the school. Students will be able to listen to (with earphones) and play with devices before class and during breaks however, they must be turned off and out of sight on entry to classrooms.

These rules exist because:
- Undisciplined mobile phone and electronic device use during lessons disturbs the process of teaching, learning and assessment;
- Undisciplined use of devices before school and during breaks can cause physical damage (hearing loss), emotional stress, and anti-social behaviour and therefore requires supervision of use;
- Visibility of new mobile phone technology and electronic devices encourages theft from school bags, causing stress, conflict and financial hardship when items go missing.

Mobile phones are not necessary for school as students have access to a telephone in the student office if they need to contact their home in case of emergency. If family members need to contact their student, they must ring the student office and staff will see that the message is received by the individual in question.

Policy statement
1. Any mobile phone or electronic device brought to the school is to be turned off and out of sight on entry to the classroom unless use is directed by the classroom teacher.
2. Phones and electronic devices maybe used before school and during lunch breaks as long as the use does not contravene the school's policy.
3. Staff members have the right to question students on the use of their device. If the teacher believes there is any concern to themselves or others, they will refer concerns to the office for clarification and action. Refusal to comply with teacher instructions will not be tolerated.
4. If students require urgent access to a phone they should report to the administration building to use a school phone.
5. Students must display courtesy, consideration and respect for others whenever they are using any digital device.
6. Devices with built-in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
7. Students must not take photographs or images of teachers, ancillary staff, other students or visitors to the college without their consent and knowledge.

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8. Students must not make/send harassing or threatening calls/messages.
9. The playing of music, either through phone or via external speakers is not permitted on school grounds.
10. The school discourages students from bringing mobile phones and other electronic devices to school, and as such will not be responsible for loss or damage to mobile phones or electronic devices. No liability will be accepted by the college in the event of loss, theft or damage to any device.

Consequences for breaching the school's mobile and electronic device policy are:
- 1st offence – Mobile phone or electronic device used inappropriately during class lessons, or any other occasion will be required to be handed in at the student office for a 3pm collection. Parents will be advised.
- 2nd offence – Mobile phones or electronic device used inappropriately during class lessons, or any other occasion will be required to be handed in at the student office where the devices will be kept and must be collected by a parent.
- 3rd offence – possible suspension with parents to collect the offending device.

Refusal to comply with teacher instructions to hand the offending device in at the office may result in an automatic suspension with the parent to collect the item.

Inappropriate use of mobile phone or electronic device during breaks (eg. viewing inappropriate imaging, playing violent games, filming other students, cyber bulling or nuisance calling/texting, etc) will result in consequences.

Victims of abusive, threatening, bullying messaging, or inappropriate video/photo imaging will be advised to make a complaint to the Queensland Police.

Any student who places an image / words on the internet, which has a negative impact on the good standing of the college, its staff, or students, will be dealt with according to the Student Code of Conduct.

Recording voice and images

Every member of the BPSSC 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 their voice or image being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at BPSSC. 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 of the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony, and will result in serious consequences.

Strictly no recording or images are to be taken in any place that is reasonably considered an invasion of privacy (e.g. in change rooms, toilets, etc.).
A student at BPSSC who uses personal technology devices to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing BPSSC into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, BPSSC will not tolerate images or sound captured by personal technology devices on the school grounds 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 such outcomes

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may or will occur. Students will be subject to discipline if they breach the policy by being involved in recording and/or disseminating material via any medium or are knowingly the subject of such a recording.

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

Text communication

The sending of 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 whilst at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration as soon as possible.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the Invasion of Privacy Act 1971

It is important that all members of the BPSSC 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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students and parents/carers who require the use of a personal technology device in circumstances that would contravene this policy (e.g. to assist with a medical condition or other disability or for a special project) must make an appointment with the year level Deputy Principal or Principal prior, to discuss the use of the item, as appropriate to the situation.

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Appropriate use of Social Media

Bellbird Park State Secondary College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, BPSSC expects its students to engage in positive online behaviours.

BPSSC embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through opportunities to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

BPSSC is committed to promoting the responsible and positive use of personal social media sites and apps. Students will not face disciplinary action for simply having an account on Facebook or other social media site.

However, as set out in the Policy for Preventing and Responding to Bullying, it is unacceptable for students to bully, harass or victimise another person, whether within school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school, whether those behaviours occur during or outside school hours.

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Remember, once content is posted online you lose control over it. Thus, inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of Social Media

Students of BPSSC are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps includes:
- Ensuring personal information is not shared (e.g. name, address, phone number, etc.).
- Ensuring the personal information of others is not shared.
- Ensuring the school name, logo, uniform and other identifying features are not shared.
- Thinking about what they want to say or post before putting it online, including considering how it could be interpreted by others.

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- Not engaging in cyberbullying or harassing comments.
- Remembering all content posted online is in a public forum, even messages posted in private chatrooms has the potential to be shared widely.
- Remembering something you think is funny, or a sarcastic response, may be taken seriously by those who read it and lead to unintended consequences. It can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic because tone of voice and context is often lost. If there is a chance a message may be misinterpreted, be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour.
- There is no need to respond to a cyberbully.
- Report cyberbullying concerns to the school as soon as possible to allow the school to respond to online concerns that affect students' time at school.

Inappropriate use of Social Media

Some examples of inappropriate use of social media includes (but not limited to):
- Using social media to insult a student or staff member, either directly to them, or by posting/sharing insults about the person behind their back (e.g. "Sarah is fat and ugly").
- Posting/sharing images of another person with an insulting caption or message (e.g. posting a Snapchat image of a student eating with the word "pig" written across it).
- Posting/sharing pictures of another thing with an insulting caption or message that identifies a person (e.g. posting an image of a pig with and the caption "my English teacher is such a pig").
- Sharing gossip or making hurtful comments in a group chat, then inviting the victim of the gossip into the group so they read all the hurtful things said about them.
- Using social media to send threatening messages (e.g. "if you talk to her again, I'll punch you in the face").
- Using social media to set up a physical altercation (e.g. "fight after school, at Town Square").
- Accessing another person's social media page and pretending to be this person (e.g. a student borrows a phone to check their Instagram account and accidentally saves the password on the phone, later the phone-owner logs into the other person's account and sends messages pretending to be the account holder).
- Setting up a fake social media account under another person's name and posting as though you are this person (e.g. creating a duplicate Instagram account in the name of another student, then posting as if you are this student).
- Setting up fake social media account with a phony identity (e.g. tricking others into thinking you are someone else online).
- Hosting a page that allows others to post information anonymously (e.g. hosting a tea-site on Instagram).

If inappropriate online behaviour impacts on the good order and management of BPSSC, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Please note, BPSSC will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parent/carers and/or police to resolve.

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Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (QLD) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person". The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Please also note communication between staff and students via social media platforms is inappropriate and a breach of the Public Sector Code of Conduct.

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.

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 decision-making. 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.

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.

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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

- [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](#)

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Conclusion

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

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

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