

Student Code of Conduct

2025 - 2028

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

Achieving Our Future

Purpose

Bribie Island State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.



The Bribie Island State High School 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.

Contact Information

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Contact Person:	Matthew Bradley - Principal

Endorsement

Principal Name:	Matthew Bradley
Principal Signature:	
Date:	
School Council Chair Name:	Afra Feeney
School Council Chair Signature:	
Date:	

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Principal's Foreword

Introduction

Bribie Island State High School is a progressive and socially responsible school maximising student learning outcomes and preparing young people to become active citizens in a global society. We believe in a culture of high expectations and that these expectations shape how people think, feel and act in our school. A culture of high expectations needs to be supported by strategies that both challenge and support students individual learning needs.

Bribie Island State High School is a Positive Behaviour for Learning (PBL) school.

Vision

Progressive thinkers - Empowered learners - Connected community

Statement of Purpose

To provide real opportunities for students to explore their strengths and find their passions within a caring and supportive community.

Motto

Achieving our Future

Values

<i>Respect</i>	for ourselves, others and the environment
<i>Responsibility</i>	through honesty, fairness and accountability
<i>Unity</i>	through connection with each other and our community
<i>Discovery</i>	through passion for learning, creativity and excellence

These values are the core of our school philosophy and have been used in the development of this Student Code of Conduct. These values apply to all members of our school community and guide our daily work. Staff and students are explicitly taught the values to create a strong foundation, strong relationships and a shared understanding of our high expectations.

Our Student Code of Conduct provides an overview of the school's approach to PBL which includes the explicit teaching of desired and expected behaviours aligned to our school values. It also includes links to local policies and the approach to preventing and addressing incidents which may occur.

The Bribie Island State High School Student Code of Conduct has been collaboratively developed with input from students, parents and staff. Your interest and views shared through the process of developing this document have been invaluable. Communication to support the implementation of the Student Code of Conduct has included parent information sessions, surveys, promotion through emails and and school newsletters.

The Bribie Island State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

P&C Statement of Support

P&C President Name: _____

P&C President Signature: _____

A. Green

Date: _____

Learning and Behaviour Statement

Bribie Island State High School implements the Positive Behaviour for Learning (PBL) approach to building a safe and supportive school environment. Our PBL program incorporates the explicit teaching of expected behaviours while focusing on the acknowledgement of students who are demonstrating our school values. Teaching and supporting behavioural skills, develops student ability to manage their own behaviour and engage in their learning.

The staff articulate our shared values to the school community, using various strategies such as, “Back to Basics”, teaching classroom expectations, values in Fortnightly Focus lessons, student assemblies and visual prompts throughout the school. This is referred to throughout the school as The “Bribie Way”. Our values of **RESPECT, RESPONSIBILITY, UNITY and DISCOVERY** are part of our everyday interactions. These values were developed through whole school community consultation.

Within the PBL framework, there are three tiers of behaviour response: universal supports; targeted behaviour intervention and intensive behaviour support.

Universal support is the first step and is applied to all students. Communicating behaviour expectations is a form of universal behaviour support. This strategy is designed to promote positive behaviour and to provide a framework for responding to unacceptable behaviour.

Targeted behaviour intervention is for students identified as requiring further support beyond the universal level. While the behaviour may not be immediately regarded as severe, the frequency of the behaviour may put these student's learning and social success at risk if not addressed in a timely manner. The focus is to engage short term strategies that will return them to universal support.

Intensive behaviour intervention is for those students who have not responded to Tier 1 support and Tier 2 intervention. This support may be required by a small group of students who demonstrate highly complex and challenging behaviours. A comprehensive system of support is put in place with regular reviews in consultation with parents/carers and other specialist staff. House Leaders, Deputy Principals and the Student Support Services staff work together in order to develop individualised strategies to meet the needs of the student. The goal is to reduce the frequency, intensity and complexity of the demonstrated behaviours.

Effective Classroom Management comprises everything teachers do to establish and maintain a positive, safe and productive classroom environment where all students can be successful, comprising Prevention, Teaching and Responsive strategies. At BISHS this encompasses a combination of Essential Skills of Classroom Management and Classroom PBL features. The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and correction of inappropriate behaviour. The framework provides teachers with a range of strategies for addressing behaviours with minimal impact on teaching and learning.

Student Wellbeing

Bribie Island State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Curriculum and pedagogy

Bribie Island State High School builds the foundations for wellbeing and personal development throughout the Year 7 to 10 curriculum. Within curriculum based lessons, there students are also taught teaching expectations, goal setting, personal development, career planning, and promoting positive social and emotional development.

Additionally as part of the whole school's curriculum at Bribie Island State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages. Bribie Island State High School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

Within the 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.

Specialised health needs

Bribie Island State high School 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. It is an expectation that parents keep the school up to date with specialised medical requirements.

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.

When dealing with a health crisis, schools call 000 when there is an imminent threat to the safety of the student, and where necessary provide first aid. Bribie Island State High School staff follow the Education Queensland health policy by ensuring:

- the student is supervised by a staff member;
- the student's safety and the safety of other students and staff is maintained;
- the Principal is advised;
- parents are advised; and
- all actions are documented.

Medications

Bribie Island State High School 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 school can provide further information and relevant forms. Contact the main office to request this information.

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.

Bribie Island State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit, in the office, to provide emergency first aid medication if required.

Student Wellbeing and Support Network

Bribie Island State High School has a comprehensive social, emotional and physical wellbeing, student support network. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure we cater to the varied needs of our students.

Future pathways, goal setting, a sense of belonging and success in education all contribute to our students' wellbeing. Referral to our support staff may be self-referral, by parent referral or by a staff member. The support staff consider each referral and determine the appropriate support for that student.

The roles of each of our support staff are outlined in the table below and parents who would like more information about the student support roles and responsibilities are invited to contact the school.

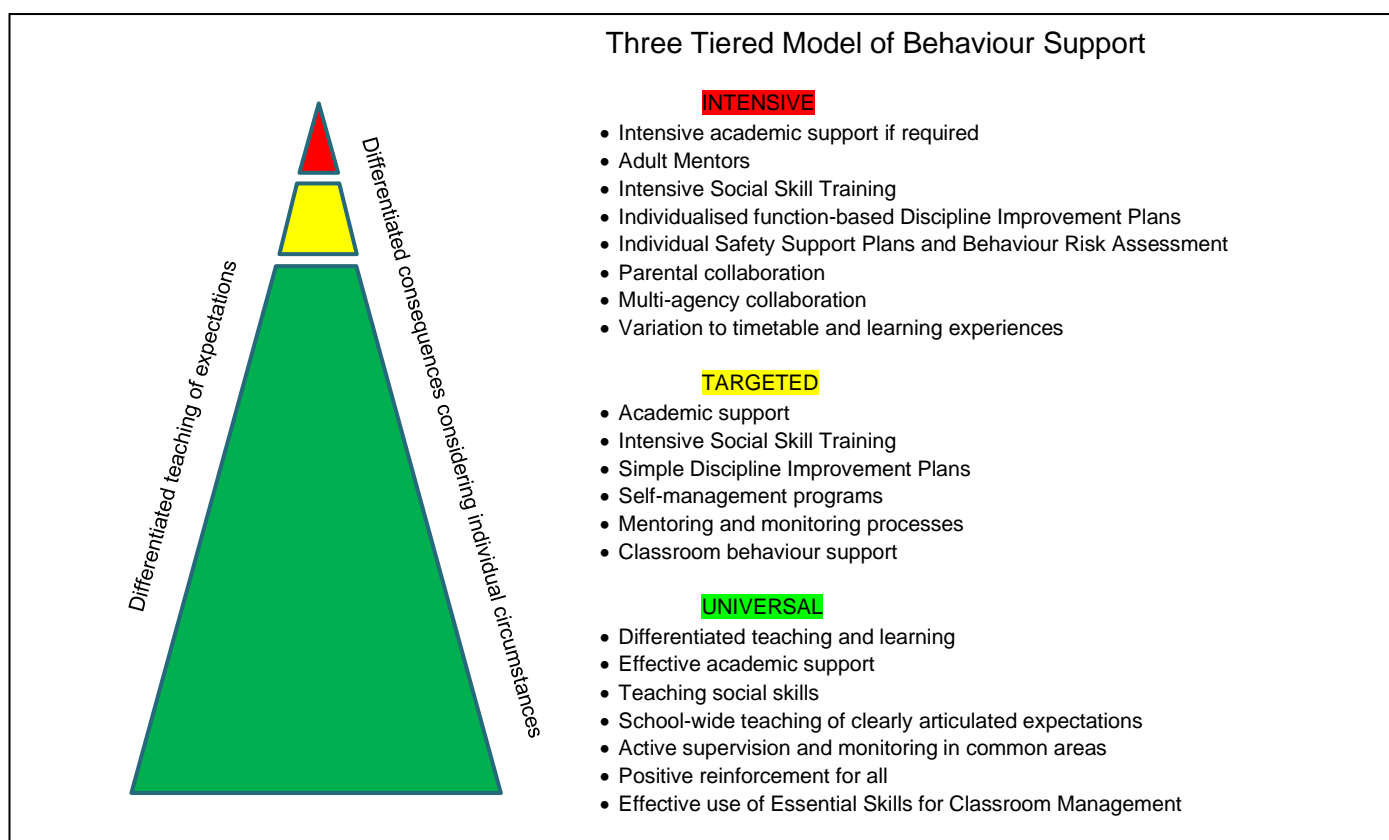
Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • case manages the allocation of students to support staff and provides a central point for consultation with support staff; • liaises with Principal and Deputy Principals in complex case management and child protection issues; • provides a student support program within the school environment offering support with students on a one-on-one basis or in a group setting; • liaises with parents, teachers, and/or external service providers where appropriate.
Social Worker	<ul style="list-style-type: none"> • undertake individual and group counselling with students, parents and families to assist them in resolving personal or relationship concerns; • provide professional social welfare assessments, interventions and follow up support to students, parents/carers and individuals as required; • identify needs and participate in the referral and planning of services for children, parents and families to community agencies such as health and welfare; • develop and implement strategies to provide information, support and encourage awareness of, and participation by, parents/carers and the community in school activities and programs.
Community Education Co-ordinator	<ul style="list-style-type: none"> • provides educational support services to Aboriginal and/or Torres Strait Islander students and communities; • liaise with other support staff to follow-up on referrals for Aboriginal and/or Torres Strait Islander students.
House Leaders	<ul style="list-style-type: none"> • supports student welfare and behaviour for a given year level; • provides continuity of contact for students and their families; • nurtures a sense of belonging within the House and school. • monitoring patterns of attendance, behaviour and identify students who require targeted intervention and liaise with the relevant Deputy Principal for case management; • talking to students and staff in finding of facts regarding student behaviour incidents; • provide support to classroom teachers in managing individual student behaviour;

	<ul style="list-style-type: none"> • proactive in identifying and addressing issues that affect the whole cohort; • builds school culture; • organise House Spirit challenges
SEP Case Manager	<ul style="list-style-type: none"> • communicate the specifics of the student's disability to staff and provide strategies which will enhance the engagement of the student; • liaise with teachers to provide scaffolding or develop alternative means of assessment which are ICP appropriate; • liaise with parents, participating in meetings to address behaviour concerns and develop support plans;
Youth Support Officer	<ul style="list-style-type: none"> • provides individual and group support to students to assist their engagement with education and training; • support students to overcome barriers to education such as: attendance at school; conflict with family/peers and social/emotional concerns.
Attendance Officer	<ul style="list-style-type: none"> • monitor attendance for all year levels and collate the data for discussion with the relevant DP; • provides continuity of contact with families regarding attendance; • tracking of students with poor attendance and parental contact.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides health support for students; • provides individual health consultations which can include a mental health assessment, support, health information and referral options related to health. E.g. healthy eating and exercise; relationships; and sexual health.
School Chaplain	<ul style="list-style-type: none"> • promote student wellbeing, particularly through the provision of pastoral care; • have a support role in the areas of beliefs, values, morals, ethics and religion; • work as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.

Whole School Approach to Discipline

Bribie Island State High School implements a multi-tiered system of support, with the goal of keeping as many students in the Universal support (Tier 1) and returning those students requiring Targeted intervention (Tier 2) and Intensive intervention (Tier 3) to Universal support as soon as possible.

Multi-Tiered Systems of Support



Multi-Tiered Systems of Support – Tier 1

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- clear and consistent boundaries and routines
- differentiated teaching and learning in implementing the Australian Curriculum and New Queensland Certificate of Education (QCE);
- engaging students in activities that build relationships and a sense of belonging;
- negotiating expectations of behaviours in different contexts and communicating these to the whole school community;
- explicitly teaching behaviours through Fortnightly Focus sessions and curriculum lessons;
- consistent implementation of the “Essential Skills for Classroom Management”;
- Implementation of the BISHS Behaviour Matrix
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account;
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Universal support may be made.

Multi-Tiered Systems of Support – Tier 2 Targeted Intervention

At Bribie Island State High School, targeted behaviour support is provided for some students. These are students who are displaying multiple behaviours which are classified as 'Minor' in a variety of learning contexts or behaviours which are classified as 'Major'. Intervention strategies for these students can vary in duration, with the goal being to reengage them in the curriculum and return them to Universal support.

Students requiring Tier 2, targeted intervention will be case managed by the relevant House Leader in consultation with the Deputy Principal for that House. Various support staff may be engaged as case managers, including: the HOSES, Guidance Officer, Youth Support Officer, Community Education Counsellor, School Chaplain and School Based Youth Health Nurse. The House Leaders work collaboratively with the assistance of Deputy Principals and classroom teachers to develop and implement strategies that aim to prevent or minimise the occurrence of any unacceptable or potentially unacceptable behaviour.

The Tier 2, students requiring Targeted intervention, are identified by the following tools and processes:

- OneSchool Incident Reports (students with multiple incidents);
- students identified as having multiple minor behaviours across different classes;
- Incident statements completed by students following 'major' incidents;
- referrals from staff, parents and external agencies;
- House Leader meetings and student support team meetings;
- STYMIE – Anonymous reporting

Tier 2, targeted intervention builds on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations.

At Bribie Island State High School the following intervention strategies may be employed to support Tier 2 students.

Academic Support	Case Manager's work with the HOSE or DP Inclusion to determine whether a student may need further support in curriculum related areas, and adjustment are made where necessary. This may involve: <ul style="list-style-type: none"> • organising for academic testing to be conducted to determine the appropriate pedagogy adjustments; • working with a peer, older student or staff mentor to assist with learning. • Seeking AARA's
Differentiated Teaching of Expectations	Students may require increased social skills or self-management education to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • engagement in self development programs such as 'Rock and Water', 'RAGE' Feeling FANTastic, Hand on Learning- workshop, Hands on Learning Café, Love Bites. • working with a mentor who reinforces the Bribie values of Respect, Responsibility, Unity and Discovery; • one-on-one curriculum support with a teacher; • additional teacher aide assistance.
Increased Monitoring, teacher support and Goal Setting	Case Managers or House Leaders work with the student and the family to promote goal setting, communication and positive reinforcement of expectations. This may occur through:

	<ul style="list-style-type: none"> • Stakeholder meeting with the student and parents to develop an Attendance Plan, Engagement Plan or Discipline Improvement Plan, which includes goal setting, background influences on behaviour and strategies for teachers; • communicating strategies through a Personalised Learning Record, and Stakeholder Meeting Notes, which are effective for that student to all staff; • encouraging staff to give recognition when the desired behaviours are being exhibited through acknowledgement and parental contact; • behaviour monitoring card which is targeting the desired behaviours; • a Time Out card
External agency support / programs	Students may be involved in external programs that aim to encourage desired behaviours e.g. ARTIE

Multi-Tiered Systems of Support – Tier 3 Intensive Intervention

At Bribie Island State High School, Intensive behaviour support is provided for the most complex students. These are students who are displaying chronic and/or severe challenging behaviours. These behaviours occur on a regular basis and with an intensity that puts their safety and that of other members of the school community at risk. Their behaviour impacts significantly on their own learning and that of others.

The Tier 3, Intensive level of support builds upon the Tier 1, Universal strategies and Tier 2, targeted intervention strategies. These strategies have not been effective in engaging the student in their learning or reducing the regularity and intensity of their behaviours, hence intensive support is required. The underlying principles and practices for targeted intervention include:

- treating each case on an individual basis – with the goal of reengaging students and maintaining their sense of belonging and well-being;
- a focus on learning and future focused goal setting, ensuring all stakeholders are aware of these goals and reinforce the belief that they can be achieved;
- open lines of communication with students and parents regarding key support interventions or processes;
- Stakeholder meeting and consultation with the Principal, Deputy Principal, HOSes, Guidance Officer, DET personnel and external agencies. This might include engaging specialists to advise on strategies and address staff so they are as well-informed as possible;
- development of a Discipline Improvement Plan, and/or the use of the Behaviour Risk Assessment;
- informing staff and/or conducting teacher meetings to review and monitor progress of individual cases;
- regular stakeholder meetings to review Support Plans by all involved to consider the effectiveness of intervention strategies.

Consideration of Individual Circumstances

Staff at Bribie Island State High School 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 staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

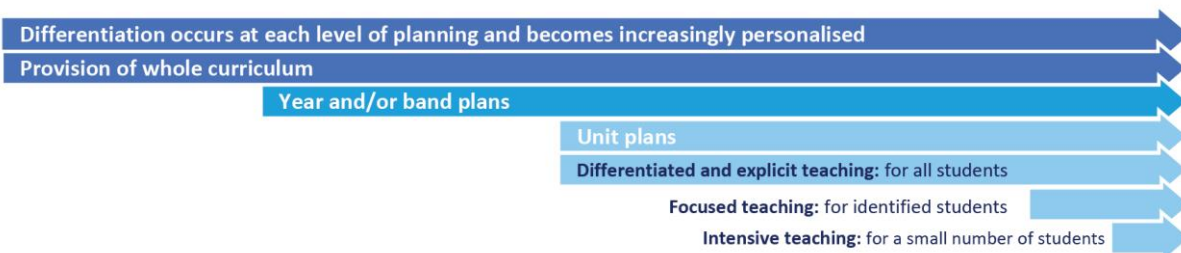
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

Bribie Island State High School 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 through acknowledgement, provide feedback and correction, and opportunities for practise.

The “Bribie Way” values of Respect, Responsibility, Unity and Discovery are delivered to students each Monday. A Fortnightly Focus is determined in response to trends in behaviour or current events. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

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

PBL Expectations



Bribie Island State High School

THE BRIBIE WAY EXPECTATIONS

PBL Essential Feature 3 -
Defining behaviour expectations

DRAFT



RESPECT

for ourselves, others and the
environment



RESPONSIBILITY

through honesty, fairness and
accountability



DISCOVERY

through passion for learning,
creativity and excellence



UNITY

through connection with each other
and our community

WE ARE RESPECTFUL

WE ARE RESPONSIBLE

WE ARE LEARNERS

WE WORK TOGETHER

When we are **with our class, around the school and in the community**, The Bribie Way is to...

Be an upstander	Get home safe	Stay in class every class	Be kind	Follow instructions first time every time
Arrive on time every time	Devices away for the day	Never give up	Be ready to learn	Right uniform every day
Use our manners	Do our best	Listening is learning	Challenge ourselves	Keep calm and get along
Keep Bribie beautiful	Right place, right time	Be helpful	Be quick, quiet and clean	Be a team player

Parents and staff

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

RESPECT

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

RESPONSIBILITY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

DISCOVERY

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Focussed Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bribie Island State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations flowchart, 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

Bribie Island State High School has a range of Case Management staff, Teacher Aides, Pedagogical Coaches and House Leaders in place to help support teachers to 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:

- Functional Based Assessment.
- CASW (Collaborative Assessment of Student Work)
- Clarity work by Lyn Sharratt – The 5 Questions for Learning

For more information about these programs, please speak with the DP inclusion or Curriculum Teaching and Learning

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,

Student Needs Referral Process and following consultation with the student's family, HOSE and DP Inclusion.

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.

Legislative Delegations

Legislation

In this section of the Bribie Island SHS 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 \(Cwth\)](#)
- [Student Use Of Mobile Phone Procedures 2024](#)

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Bribie Island State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Universal Support for Minor Behaviours

Some students will need additional support, time and opportunities to practise expected behaviours. These students may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, consequences and rule reminders continue to display low-level problem behaviour. When the strategies outlined in the “Responding to Behaviour” flowchart have been implemented and the behaviours continue, the student may be referred to the House Leader. The House Leader may choose to put consequences in place. The options for consequences are outlined in the ‘Responding to Behaviour’ flowchart.

Targeted and Intensive Intervention

For a small number of students, 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, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s 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. These are outlined in the ‘Responding to Behaviour’ flowchart.

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- Bribe Tickets
- Detention
- Behavioural contract
- Attendance Plan
- Support & Intervention Plan
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing- restorative chat
- 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).

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 Bribie Island State High School are highly recommended to attend a re-entry meeting prior to or 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. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

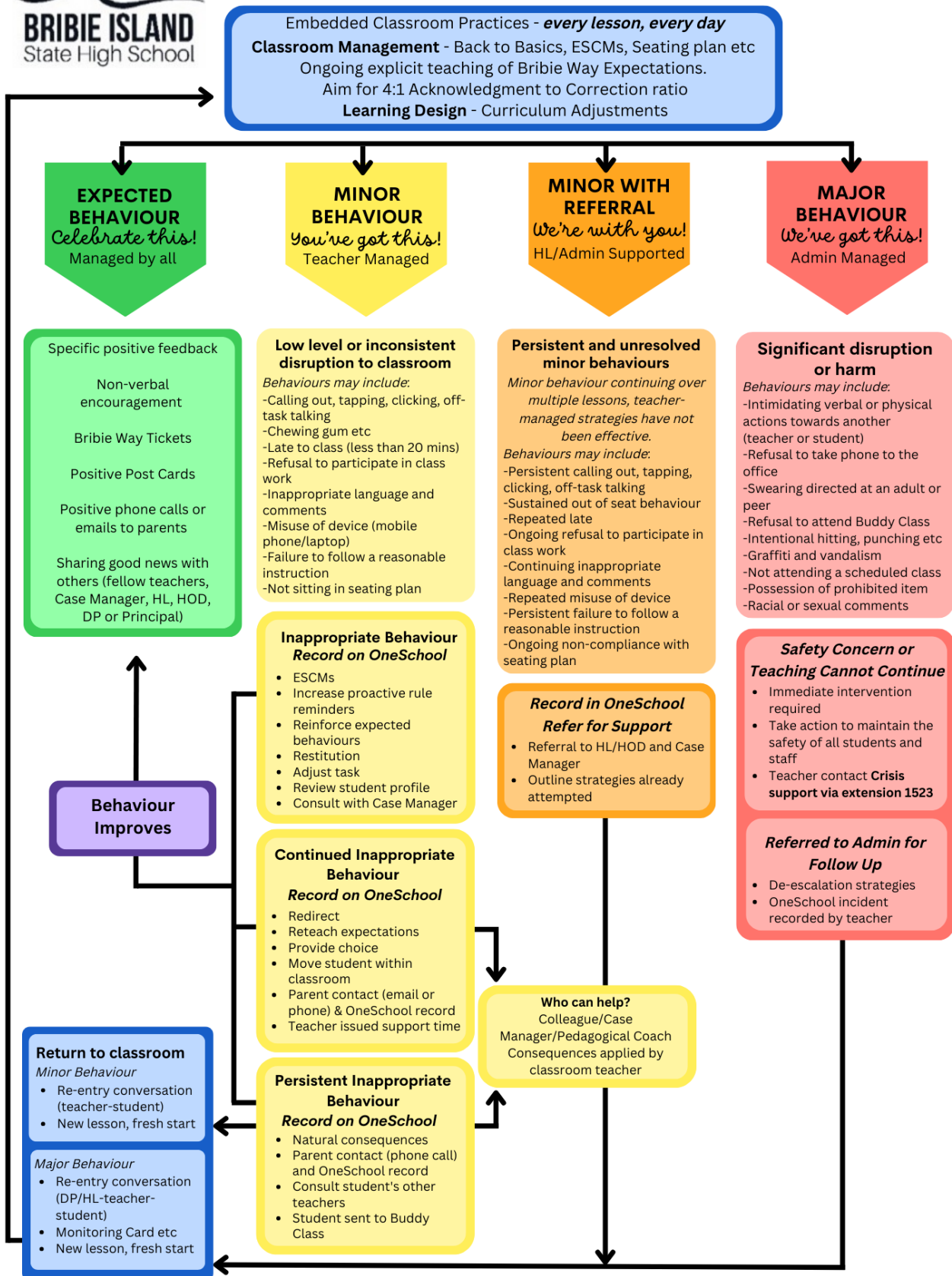
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision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

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



RESPONDING TO BEHAVIOUR FLOWCHART



Version: Jan 2025

School Policies

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

- Assessment and Assignment
- Attendance Policy and Monitoring Procedures
- Computer Network Acceptable Use
- Dress Code
- Homework Policy
- 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 Bribie Island State High School and will be removed if found in a student's possession:

- illegal items or weapons *
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco, nicotine patch/pouches, vapes or recreational drugs)
- alcohol
- aerosol deodorants, pump sprays 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 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.

**** 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 Bribie Island State High School:

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

Parents of students at Bribie Island State High School

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

Students of Bribie Island State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bribie Island State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

Queensland State Schools are committed to reducing the distraction of mobile phones to provide optimal learning for all students. All state school students must keep mobile phones switches off and 'Away for the Day' during school hours. In consultation with the broader school community, Bribie Island State High School has determined that mobile phones are able to be used before and after school but should be stored in a device pouch e.g. YONDR upon entry to the school- 'gate to gate'. They should not be used for curriculum purposes except the direct request of a Head of Department. Consequences are in place for those who do not follow the policy.

Students requiring access to their device during the day can ask staff to unlock their pouch. Students needing more frequent access for medical reasons can apply for a Velcro YONDR pouch through the BISHS Application for Velcro Pouch process. Applications will be assessed by the Guidance Officer and a Deputy Principal will record the provisions in a Personalised Learning Record on Oneschool.

Explicit teaching of responsible use of mobile phones and all other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely, while developing digital literacy, is a responsibility shared between parents, school staff and students.

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying the school's four core values whenever they are using personal technology devices. Personal Technology Devices include, but is not limited to, gaming devices, cameras and/or voice recording devices, mobile and smart phones, smart watches, laptops and devices of a similar nature, wireless ear buds.

Responsibilities

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

It is **acceptable** for students at Bribie Island State High School to:

- place mobile phones or other devices such as wireless ear buds, into a YONDR pouch when they enter the school gate. BYOD laptops connected to the school network should be used for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using technology
- Apply for a Velcro YONDR pouch if there is a medical condition through the BISHS Application for Velcro Pouch process and provisions recorded in a Personalised Learning Record on Oneschool.

It is **unacceptable** for students at Bribie Island State High School to:

- use a mobile phone or other devices on school property without prior approval
- use a mobile phone or other device in an unlawful manner e.g. to record a fight
- 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
- share their login details or use the login details of other users to access resources
- ignore teacher directions for the use of social media, online email and internet chat
- 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 to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Confiscation

Unless given prior approval through the Application for a Velcro Pouch process, devices must be placed in a YONDR pouch, locked and put away when students are at school. Students found using mobile phones and other personal technology devices inappropriately or without the express permission of a staff member in line with their Personalised Learning Record, will have their behaviour managed in accordance with the *BISHS Devices Away for the Day Policy* for Technology Violation. Students will be instructed to take their device to the Student Counter to hand in. They will be issued with a receipt which they will show their teacher on return to class as proof that the phone has been handed in. This receipt will also be used to collect their device when permitted to do so.

Management and suggested consequences

- On the first occasion a device is handed in for inappropriate use, the student will be permitted to collect the phone from the office at the end of the day, this is Phase 1. An email is sent to parent/ carers informing of this.
- Occasion two and three, parent/ carers will be contacted and devices will be handed into the Student Counter for five or ten consecutive days, this is Phase 2.
- Phase 3 occurs when there is continued use of the device on school grounds without permission. The Principal will decide on the appropriate consequence in line with the student code of conduct for technology violation and defiance. The parent will be required to come to the school to have a meeting with the House Leader/ Deputy Principal. There will be further disciplinary consequences which could include suspension.
- Failure to hand a device in when directed will be considered a refusal to follow teacher instructions and will be managed through the "Responding to Behaviour" process. In such situations, the consequential confiscation will still apply and further consequences, such as Phase level increase, may occur.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Preventing and responding to bullying

Bribie Island State High School strives to create a safe, supportive and productive learning environment for all students at all times of the day. The disciplined and learning environment that we are creating is essential to:

- achieving a positive school culture;
- achieving international perspectives and intercultural acceptance;
- ensuring we have high standards;
- ensuring we meet our commitment to continuous improvement;
- ensuring respect for people, property and the environment;

There is no place for bullying at Bribie Island State High School. Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bribie Island State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. Students meet regularly with the Positive Behaviour for Learning team to promote strategies to improve student wellbeing, safety and learning outcomes. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Bribie Island State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.



Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Bribie Island State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative time frames will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bribie Island State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Roll Mark teacher or House Leader

Deputy Principal of each House – Arrow, Dragon, Heron and Laser ph. 34002444



Bribie Island State High School Incident Screener Process

An incident screener can be implemented when a student reports an incident of bullying. The student can report incident/s if they have been directed towards them. It is the student's responsibility to record when these behaviours occur and report to the House Leader on a daily basis.



Bribie Island State High School
Student Engagement

Incident Screener

To support you to feel safe and secure at Bribie Island State High School it is important that staff are aware of any anti-social behaviours. Timely reporting of these behaviours is important to ensure positive outcomes for all. You have informed staff that anti-social behaviour has been directed towards you. It is your responsibility to record when these behaviours occur and to report it to your HL/Case Manager daily.

SUPPORT FOR: _____

HL/CASE MANAGER for daily check-in and monitoring: _____

List of incidents (provide additional detail on back of page) MONDAY / /	Student's signature	Confirm parent contact to be made if there is a report of incident. YES NO
HL/Case Manager action Note if student did not show up to report		
List of incidents (provide additional detail on back of page) TUESDAY / /	Student's signature	Confirm parent contact to be made if there is a report of incident. YES NO
HL/Case Manager action Note if student did not show up to report		
List of incidents (provide additional detail on back of page) WEDNESDAY / /	Student's signature	Confirm parent contact to be made if there is a report of incident. YES NO
HL/Case Manager action Note if student did not show up to report		
List of incidents (provide additional detail on back of page) THURSDAY / /	Student's signature	Confirm parent contact to be made if there is a report of incident. YES NO
HL/Case Manager action Note if student did not show up to report		
List of incidents (provide additional detail on back of page) FRIDAY / /	Student's signature	Confirm parent contact to be made if there is a report of incident. YES NO
HL/Case Manager action Note if student did not show up to report		
If no incidents were report, student confirms no bullying occurred over the five days	Student's signature	

DATE COMMENCED: _____ DATE COMPLETED/including parent contact: _____

Return to HOD Engagement or Guidance Officer upon completion. Add to OneSchool support provisions.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our Positive Behaviour for Learning support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the classroom and non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the classroom and non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Bribie Island State High School has also allocated resources to join Stymie, an on-line system for by-standers to anonymously report bullying in an effort to provide support for the victims of bullying and harassment. Stymie can be accessed via the website <https://stymie.com.au/>
- Bribie Island State High School has also become a National Day of Action School saying No Way to Bullying.



The student curriculum modules of the anti-bullying process consist of lessons taught within Bridge to Success lessons, on year level parades and full school assemblies as a way of providing a consistent message regarding bullying.

At Bribie Island State High School there is an understanding amongst, staff, students and parents that bullying is not acceptable. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Cyberbullying (see Cyberbullying response flowchart pg 32)

Cyberbullying is treated at Bribie Island State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Roll Mark teacher or House Leader). There is also a Deputy Principal for each House at Bribie Island State High who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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. Students enrolled at Bribie Island State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school. The circumstances where this action could be appropriate are:

- cyberbullying that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises); OR

- cyberbullying that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community.

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. eSafety is Australia's independent regulator for online safety, educating Australians about online safety risks and helping to remove harmful content such as cyberbullying of children, adult cyber abuse and intimate images or videos shared without consent.

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 Bribie Island State High School office, where the appropriate staff member can address these concerns.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff and will be referred to the Student Support Team. Students are, however, also encouraged to approach any teaching staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

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

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](#).

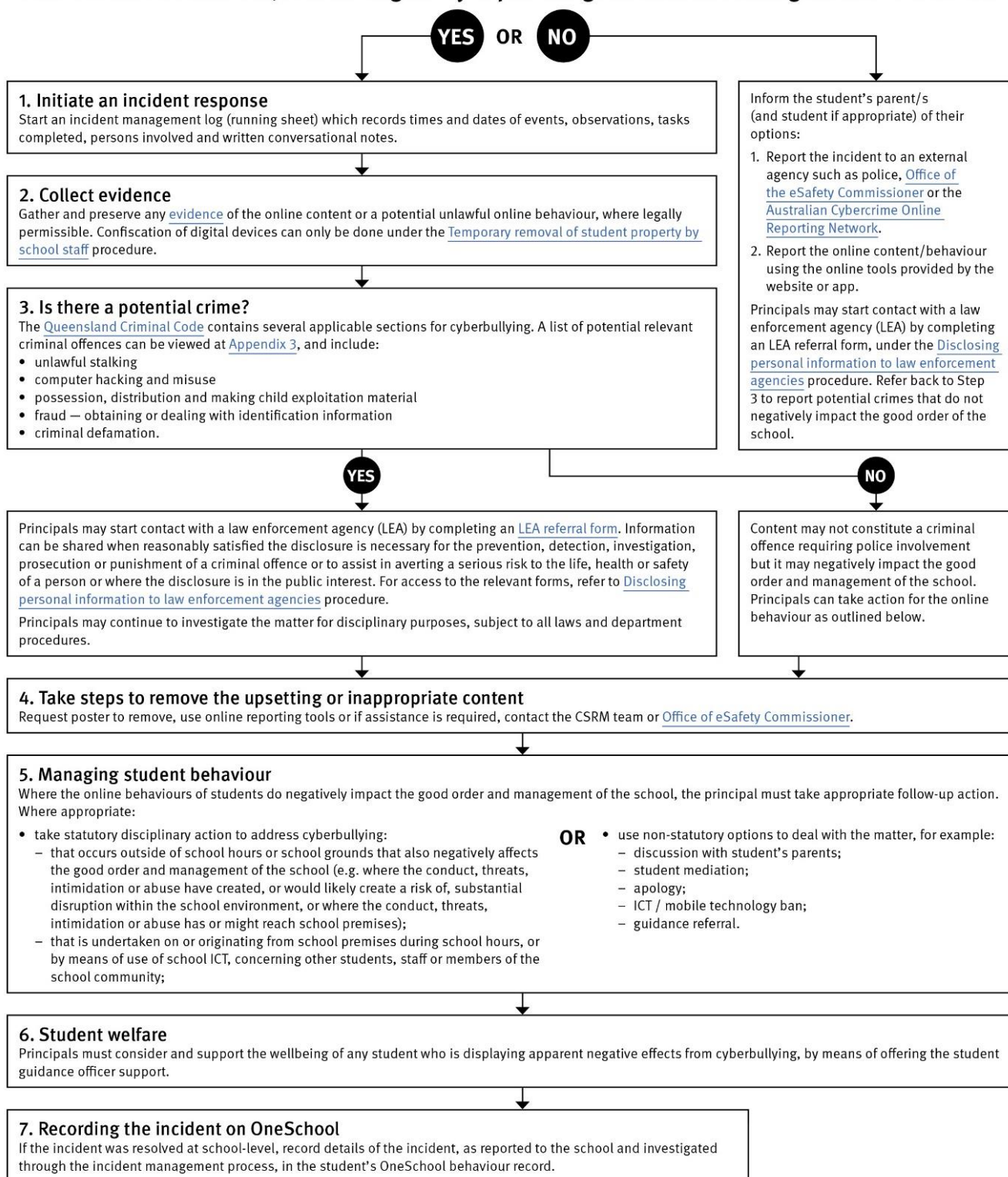
Explicit images

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?**



Bribie Island State High School State College – Anti-Bullying Agreement

The Anti-Bullying Agreement provides a clear outline of the way our community at Bribie Island State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.



Bribie Island State School– Anti Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Bribie Island State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religious belief, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, intelligence or disability, has the right to feel safe, secure, and respected.



I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature:	
Parent's signature:	
School representative signature:	
Date:	

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

Staff should follow the documented plan for students 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.

5. If the student continues with the problem behaviour and there is concern for the safety of other students it may be necessary to remove other student/s from the area. Remove the students and contact the office via the Crisis Phone as soon as is practical to ask for assistance from a House Leader or Deputy Principal.
6. If the student leaves your supervision, ensure that the office is notified immediately so that a House Leader or Deputy Principal can support the student.

Debrief: At an appropriate time when there is low risk of re-escalation, have a restorative conversation with the student. 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