



# STUDENT CODE OF CONDUCT



# BUNDABERG

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## STATE HIGH SCHOOL

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# BUNDABERG

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## STATE HIGH SCHOOL

### Endorsement

Principal Name: Karen McCord

Principal Signature:



Date: 20/11/2020

P/C President and-or School Council Chair Name: Deanne Buckholz

P/C President and-or School Council Chair Signature:



Date: 20/11/2020

**BUNDABERG**  
**STATE HIGH SCHOOL**

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## The Code of School Behaviour

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# Responsible Behaviour Plan for Students – 2020

*based on the Code of School behaviour*

## 1. Purpose

Bundaberg State High School is committed to providing a supportive, safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students (RBPS) is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## 2. Consultation and data review

Bundaberg State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2015 -2017. A review of school data sets relating to attendance, disciplinary absences and behaviour incidents from 2014-2017 also informed the development process.

Extensive school and community consultation supported retaining the four school expectations for behaviour, within a central goal to 'Be your Best'. These expectations, be responsible, be respectful, be safe and be committed are promoted throughout the school and form the basis for discussions about school expectations, positive behaviour and responding to unacceptable behaviour. This framework has facilitated the implementation of whole school consistent behaviour practices.

Input and feedback was sought throughout this time via school staff and faculty meetings, and wider community consultation occurred through P & C meetings. Student feedback on key components of positive behaviour for learning was gathered via informal surveys. A behaviour team involving a wide representation of school staff operated through 2014-2017 to develop key strategies and understandings and review the RBPS.

Regular staff Professional Development is conducted in behaviour support, student/parent interactions, Essential Skills for Classroom teachers and Classroom profiling.

The Plan was endorsed by the Principal and the President of the P&C on 16/10/2017.

## 3. Learning and behaviour statement

Bundaberg State High School has a responsibility to all students, parents/carers and the community to provide a classroom environment where effective teaching and learning can take place.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Bundaberg State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

 Be Responsible

 Be Respectful

 Be Committed

 Be Safe

Bundaberg State High School is strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. The school prepares students



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for an active role in democratic life and society. Our school rules have been agreed upon and endorsed by all staff and our school Parents and Citizen Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. *The Code of School Behaviour* defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

The *Education (General Provisions) Act 2006* provides that - principals must give an enrolment agreement to the student's parents or adult or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by The Code of School Behaviour and other endorsed conditions stipulated by the school.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

Schools are expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents



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- promote the skills of responsible self-management.

Principals are expected to:

- play a strong leadership role in implementing and communicating *The Code* in the school community
- ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

#### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

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

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

Bundaberg State High School has a responsibility to all students, parents/carers and the community to provide a classroom environment where effective teaching and learning can take place. The School has in place both proactive and preventative whole-school processes. These strategies include:

- The implementation of whole school expectations for behaviour and the explicit teaching of appropriate behaviours.
- The creation of caring, productive and safe environments for learning and teaching.
- The promotion of an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Fostering mutual respect.
- Encouraging all students to take on increasing responsibility for their own behaviour and be responsible for the consequences of their actions.

Bundaberg State High School has a whole school approach which shapes, supports and recognises appropriate behaviours in all students. Our whole school approach is guided by the Positive Behaviour Learning/School Wide Positive Behaviour Support (PBL/SWPBS) framework and uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour.

Students are provided with support to develop skill sets required to demonstrate appropriate behaviours in a school setting. At Bundaberg State High School students that demonstrate consistent positive behaviour will have the opportunity to participate in the full range of curricular, non-curricular and incentive activities conducted by the school. Examples include:



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- Attend extracurricular activities and excursions outside the school.
- Apply for membership to the indigenous, junior and senior leadership groups.
- Take part in extra-curricular sports.
- Incentive Days

### 5. Consideration of Individual Circumstances

Staff at Bundaberg 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 teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

At Bundaberg State High School 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 Bundaberg State High School Student Code of Conduct is an opportunity to explain the universal Behaviour framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of Bundaberg State High School's behaviour framework 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 are encouraged to speak with the class teacher or make an appointment to meet with the principal.

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The following behavioural matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

UNIVERSAL RULES	CLASS ENVIRONMENT				SPECIALIST AREAS				GROUNDS				DIGITAL						
	<b>BE Respectful</b>	<b>Be respectful of:</b> the rights of all individuals the equipment, environment and property of others the rights of others to teach and learn school standards and the code of classroom behaviour				<b>Be respectful of:</b> others in language and interactions facilities and the environment the property of others the personal space of others				<b>Be respectful of:</b> equipment, facilities and others the environment using appropriate language the personal space of others				<b>Be respectful of:</b> others in language and interaction the rights of all individuals using appropriate language the impact (on yourself and others) of posting material on line or as text messages					
		<b>BE Responsible</b>	<b>Be responsible for:</b> <ul style="list-style-type: none"> <li>• your own learning</li> <li>• your own actions and behaviour</li> <li>• your own possessions including litter</li> <li>• wearing correct uniform appropriately</li> </ul>				<b>Be responsible for:</b> <ul style="list-style-type: none"> <li>• being punctual and prepared</li> <li>• looking after your own possessions including litter</li> <li>• following processes for leaving and entering the school</li> <li>• wearing correct uniform appropriately</li> </ul>				<b>Be responsible for:</b> <ul style="list-style-type: none"> <li>• following all rules and reasonable teacher directions</li> <li>• participating in games/activities only in approved areas</li> <li>• own actions</li> <li>• looking after your own possessions including litter</li> <li>• wearing correct uniform appropriately</li> </ul>				<b>Be responsible for:</b> <ul style="list-style-type: none"> <li>• comments posted on line or sent as texts reporting instances of cyber bullying or cyber safety</li> <li>• keeping passwords and log in details secure</li> <li>• acting appropriately as a bystander</li> <li>• appropriate use of your digital devices</li> </ul>				
			<b>BE Safe</b>	<b>Be safe by:</b> <ul style="list-style-type: none"> <li>• exercising self-control</li> <li>• following reasonable teacher instructions</li> <li>• following school rules/safety procedures and WPHS procedures</li> </ul>				<b>Be safe by:</b> <ul style="list-style-type: none"> <li>• waiting in an orderly fashion in designated areas</li> <li>• keeping walkways clear</li> <li>• following school rules/safety procedures and WPHS procedures</li> <li>• following school sun safety guidelines</li> </ul>				<b>Be safe by:</b> <ul style="list-style-type: none"> <li>• following school sun safe guidelines</li> <li>• using tables, benches and stands appropriately</li> <li>• being aware of and reporting 'Stranger danger'</li> <li>• following school rules/safety procedures and WPHS procedures</li> <li>• acting appropriately as a bystander</li> </ul>				<b>Be safe by:</b> <ul style="list-style-type: none"> <li>• activating appropriate privacy settings</li> <li>• never sending or requesting images that you would not like to be published</li> <li>• never publishing personal information e.g. Phone numbers</li> <li>• reporting instances of cyber bullying or cyber safety</li> <li>• never sharing passwords or log in details</li> </ul>			
				<b>BE Committed</b>	<b>Be committed by:</b> <ul style="list-style-type: none"> <li>• always doing your very best</li> <li>• being prepared and bringing all equipment, resources and wearing correct attire</li> <li>• representing the school with pride</li> </ul>				<b>Be committed by:</b> <ul style="list-style-type: none"> <li>• portraying a positive image</li> </ul>				<b>Be committed by:</b> <ul style="list-style-type: none"> <li>• participating in the spirit of the activity</li> </ul>				<b>Be committed by:</b> <ul style="list-style-type: none"> <li>• following protocols for safe and respectful IT use</li> <li>• reporting inappropriate contact</li> </ul>		

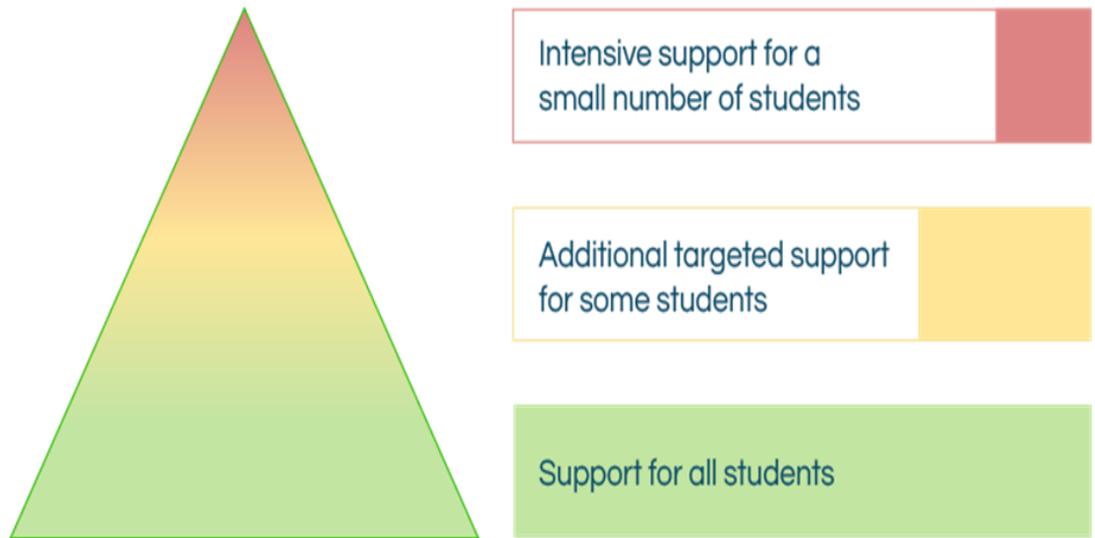


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Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and ☐ a continuum of whole school positive preventative action for all students.



### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bundaberg State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Explicit instruction and demonstration of behaviour expectations in settings outlined in the behaviour matrix.
- Reinforcement of behaviour expectations is conducted by all staff during active supervision of classroom and non-classroom activities and on year level assemblies. Expectations are published and displayed throughout the school including, junior and senior Hubs, administration foyers, student notice boards, newsletters and displayed in every classroom.
- Bundaberg State High School implements the following proactive and preventative processes and strategies to support student behaviour:
- Established school wide expectations for behaviour which are used to develop classroom rules.
- Regular information updates and reminders in the school digital newsletter and social media, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour team members regularly meet and provide information to staff and parents, and support to others in sharing successful practices.



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- Comprehensive induction programs in the Bundaberg State High Schools' Responsible Behaviour Plan for Students delivered to new students upon enrolment as well as new and relief staff.
- Individual support plans (ISPs) developed for students requiring extensive behaviour support, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Positive behaviour demonstrated by students is acknowledged through postcards home to parents, regular incentive day activities, GOTCHA and AD ASTRA rewards scheme.
- Regular professional development of staff focussing on managing classroom behaviour and positive reinforcement of appropriate student behaviour occurs throughout the year.
- Relevant information entered on OneSchool data base including proactive and reactive entries.
- Established processes and procedures for responding to unacceptable behaviour e.g. cross classing, parent contact, detentions, counselling, referral to support staff and student disciplinary actions.

### Reinforcing Expected School Behaviour

At Bundaberg State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### Bundaberg State High School Acknowledgment of Positive Behaviour.

Staff members hand out 'GOTCHAS' (Junior) and 'AD ASTRA' (Senior) ticket awards each day to students when they observe them following school expectations in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them the respective award ticket. When students are given a ticket, they place the ticket in the designated collection box at the respective student Hub. Fortnightly on each year level assembly, the respective Year Level Coordinator (YLC) draws a ticket from the collection box and announces the selected student. These students are issued with a prize e.g. Movie voucher, canteen vouchers, local business vouchers.

Alternatively, staff can award students a GOTCHA or AD ASTRA 'card' which is redeemable at the school canteen for a designated reward. (E.g. Ice block.) Cards are never revoked as a consequence for unacceptable behaviour.

### Responding to Unacceptable Behaviour

Re-directing low-level (minor) and infrequent problem behaviour

#### Universal Behaviour Support

Staff at Bundaberg State High School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' strategies include redirections, giving choices and following through, for repeated low-level problem behaviours to cross classing for major disruption to learning.



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Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully, Responsibly or Committed. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

### Targeted Behaviour Support

State High School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to Universal Behaviour Support processes and strategies outlined previously. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Features of targeted support include:

- use of behaviour data to accurately identify students requiring extra supports
- a school-based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
  - adult mentoring
  - informal check in/check out with key designated staff o formal behaviour monitoring/engagement monitoring card
  - targeted/small group social skilling o 'buddy' programs for new students. o modified timetables/flexible arrangements/timeout card

All staff members are provided with continuous professional development opportunities and regular updates and focus prompts regarding their role and expectations in the behaviour program, the referral and response process, and their reporting responsibilities.

### Intensive Behaviour Support

Bundaberg State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The relevant year level student welfare team or individual student's stakeholder team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments to educational program as required for the student;
- works with appropriate members of School Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible/alternative learning options; and
- organises referrals to external agencies and regional support services.

In addition to students being identified through current school behaviour data, the Welfare Team or Stakeholder team has a referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the stakeholder team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.



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### Summary of processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal behaviour Support (100%)		Targeted Behaviour Support (approx. 10-15%)	Intensive Behaviour Support (approx. 2-5%)
Classroom Teacher	Heads of Department	YLC, Junior/Senior HODs/DP	Stakeholder Team - DP/Principal's Delegate
Teacher is to case manage the behaviour of a student using a range of proactive and reactive restorative practices. (ESCM)	Heads of Department are to act on referral or work with the Teacher where appropriate action had not been taken prior to referral.	Weekly scan of student incident and attendance reports of year levels to ascertain 'at-risk' students and present cases at relevant welfare forum.	Team develops individual support plan with appropriate behaviour support strategies. Case manager appointed.
<ul style="list-style-type: none"> <li>➢ Develops a collaborative class management plan</li> <li>➢ Applies a range of Behaviour management strategies e.g.</li> <li>➢ Establishing expectations</li> <li>➢ Giving Instructions</li> <li>➢ Waiting and scanning</li> <li>➢ Cueing with parallel acknowledgment</li> <li>➢ Body language encouraging</li> <li>➢ Descriptive encouraging</li> <li>➢ Selective attending</li> <li>➢ Redirecting to learning</li> <li>➢ Giving a choice</li> <li>➢ Following through</li> <li>➢ Detention</li> <li>➢ Counselling</li> <li>➢ Parental contact/interview</li> <li>➢ Cross classing</li> <li>➢ Relevant information entered on OneSchool, including proactive and reactive entries</li> </ul>	<ul style="list-style-type: none"> <li>➢ Behaviour to be monitored through ongoing communication with the teacher</li> <li>➢ Parental contact made following referral – full documentation of incidents to be discussed □</li> </ul> <p>Suggested action:</p> <ul style="list-style-type: none"> <li>• Interview and counselling</li> <li>• Detentions</li> <li>• Cross classing</li> <li>• Monitoring in subject area - Subject specific monitoring sheet/ progress report</li> <li>• Assessment contact</li> <li>• Consult with Junior/Senior HOD or DP for continual disruption of learning or major unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>➢ YLC to scan student behaviour and progress in all subject faculties</li> <li>➢ Report at meetings with year level Admin</li> <li>➢ Progress reports undertaken</li> <li>➢ Tracking of progress, behaviour, performance (Monitoring cards, TrackEd, Dashboard, ID attend, performance team discussions)</li> <li>➢ Referral to Support staff at forum</li> <li>➢ Parent contact</li> <li>➢ Dissemination of information (where appropriate) to staff via welfare reports on SharePoint</li> <li>➢ Appointment of or reference to case managers where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct practical Functional Behaviour Assessment (FBA)</li> <li>• Gather data and relevant information</li> <li>• Develop plan for student support</li> <li>• Implementation of plan</li> <li>• Monitoring and Review of student progress</li> <li>• Evaluation and transition</li> </ul>
Accountable for minor unacceptable behaviours	Accountable for actioning referred minor/major unacceptable behaviours	Accountable for actioning referred minor/major unacceptable behaviours	Accountable for major unacceptable behaviours and resulting in suspension, exclusion, cancellation, appropriate transition.
Behaviour continues – referral to Head of Department. Major behaviour incidents are referred to relevant HOD or Deputy Principal.	Referral to relevant Junior /Senior HOD/DP where behaviour is persisting	Referral to relevant year YLC, HOD, DP where behaviour is persisting or suspension is outcome	
<b>Support Staff</b>			

Support staff work across all levels of behaviour support and are responsible for the development and delivery of proactive behaviour support programs and strategies, updating welfare team members on progress, development of support plans, alternate programs of 'at-risk' students. Support staff action referrals from year level welfare teams and where required refer to appropriate internal or external support agencies. These support staff include; Guidance Officers, School based Police Officer, School Nurse, Community Education Counsellor, School Chaplain, HOD of Student Services, Pathways Officer, External agencies.



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### Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor.
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours.
- not use physical restraint processes in isolation.
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable.
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include: restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and or referral to appropriately trained staff; and
  - use of movement limiting and/or protective devices at times of high risk.
- complete documentation according to Student Protection requirements.

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented.
- complete the required documentation following a physical restraint.
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm.
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

## 7. Consequences for Unacceptable Behaviour

Bundaberg State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor and major behaviours are recorded and monitored using OneSchool incident referral and contact processes.

Specific policies have been developed to address:

- Information and Communication Technology Policy (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); o Appropriate Use of Social Media (Appendix 7); Work together to keep knives and other weapons out of school (Appendix 3).

### Minor and Major Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the appropriate HOD or Deputy Principal.



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**Minor** behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and/or
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in staff using the following strategies:

- *Essential Skills for Classroom Management* to correct students exhibiting minor behaviours (least to most intrusive) including a re-direction procedure where the staff member takes the student aside to:
  1. name the behaviour that the student is displaying;
  2. ask the student to name expected school behaviour;
  3. state and explain expected school behaviour if necessary; and
  4. give positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is logically connected to the problem behaviour.

**Major** behaviours – Multiple Incidents of Minor Behaviour are those that:

- follow the recording of multiple incidents of the same or similar minor behaviours which have been recorded on OneSchool.

**Major** behaviours – Single Incident of Behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm; and/or
- require the involvement of a staff member from the Hub or main office (Deputy Principal).

**Major** behaviours – Levels One and Two

When major problem behaviours (either Level 1 or 2) occur, staff members:

- calmly state the major problem behaviour to the student;
- remind the student of the expected school behaviour;
- direct the student to spend time either in a 'Cross Class Room' (Orange Card) or 'The Hub' (Red Card) to allow the opportunity to review appropriate school and class expectations;
- complete a "re-entry process" with the student using *Restorative Questioning* strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students; and
- record the incident and actions taken by the staff member on OneSchool ensuring referral to appropriate staff for information/action.

**Time Out:** Students who commit major behaviour breaches or cumulative recordings of minor behaviours may be removed from class via cross classing or to the appropriate Hub or main office (Deputy Principal). A student with an issued "time out" card may self-refer to Student Services or a previously designated venue.

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour o in order to assist a student in the calming down process o as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out.

These include:

- giving the student opportunity to re-join the class at a reasonable time interval
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:



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- developmental stage of the student
- any additional needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students 'out of class'
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

### Major behaviours – Levels Two and Three

**Major** behaviours may result in an immediate referral to respective Hubs or the main office (Deputy Principal) because of their seriousness. The staff member completes the referral form (red card) (*Appendix 4*) or makes direct contact with Hub/Executive staff. If needed the staff member escorts the student to the venue or calls for assistance.

Major problem behaviours may result in the following consequences:

- **Level One**

Time in office, removal to cross-class, Hub or main office (Deputy Principal), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and/or referral to Tier 2 'Targeted' behaviour supports;

**AND/OR**

- **Level Two**

Parent contact, referral to Regional Behaviour Support personnel/Guidance Officer, referral to Welfare/Stakeholder Team, considered and appropriate consequences.

**AND/OR**

- **Level Three**

Students who engage in serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs, IT misconduct, can expect to be recommended and considered for appropriate consequences.

**Detentions** may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

**Student Disciplinary Absences** are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

### Relate Problem Behaviours to Expected School Behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.



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### Ensuring Consistent Responses to Problem Behaviour

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

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

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Riding bikes/skateboards in the school grounds</li> <li>Being in out of bounds areas i.e. not in designated areas</li> <li>Sitting on port racks or verandas</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Using equipment as a weapon</li> <li>Inappropriate play that results in serious injury</li> <li>Repeated failure to follow directions given by staff</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>☒ Minor physical contact (for example, pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> <li>Inappropriate touching</li> <li>Spitting</li> </ul>
	Uniform	<ul style="list-style-type: none"> <li>Not wearing correct uniform</li> <li>Not wearing a hat when on the oval</li> <li>Not wearing appropriate footwear</li> <li>Wearing jewellery that contravenes Uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>Persistent non-compliance with school uniform policy</li> </ul>
	Possession of prohibited items		<ul style="list-style-type: none"> <li>Possession of cigarettes, vapes, tobacco, lighters, drugs, alcohol</li> <li>Smoking at school and in uniform off campus</li> <li>Under the influence of drugs and/ or alcohol</li> <li>Possession and/or use of flammable materials</li> <li>Possession of weapons or dangerous items which could cause harm</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and</li> </ul>	<ul style="list-style-type: none"> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> </ul>



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	management of the school and/or causes harm to others	<ul style="list-style-type: none"> <li>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> <li>• Unsafe/inappropriate bus behaviour</li> <li>• Unsafe behaviour involving vehicles</li> </ul>
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Being Responsible	Area	Minor	Major
	Being in the right place	<ul style="list-style-type: none"> <li>• Not being punctual i.e. lateness to class</li> <li>• Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving class without permission (out of sight)</li> <li>• Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>• Failure to respond to reasonable request</li> <li>• Non-compliance</li> <li>• Uncooperative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent non-compliance with instructions</li> <li>• Failing to follow cross class request</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>• Minor dishonesty i.e. lying, deceitful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Major dishonesty that has a negative impact on others</li> <li>• Withholding of information that results in a negative impact on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>• Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school and/or causes harm to others</li> <li>• Not complying with Bundaberg State High School's <i>Technology Policy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use of a mobile phone for filming purposes without authorisation</li> <li>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> <li>• Possession and/or distribution of inappropriate material</li> <li>• Use of school email in a way which contravenes <i>School Technology Policy</i></li> <li>• Not complying with Bundaberg State High School's <i>Technology Policy</i></li> </ul>
	School Image	<ul style="list-style-type: none"> <li>• Not behaving in an appropriate manner outside the school grounds, whilst in school uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour outside the school grounds, whilst in school uniform, that brings the school into disrepute</li> </ul>



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Being Respectful	Area	Minor	Major
	Language (including while online)	<ul style="list-style-type: none"> <li>Inappropriate language/comments/gestures</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse/directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> <li>Disregard for others' property</li> </ul>	<ul style="list-style-type: none"> <li>Stealing/major theft</li> <li>Wilful property damage</li> <li>Vandalism (including graffiti)</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying / victimisation / harassment e.g. name calling, derogatory comments, spreading rumours, personal attacks</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school and/or causes harm to others</li> </ul>	<ul style="list-style-type: none"> <li>Major and/or persistent bullying/victimisation/intimidation /harassment</li> <li>Inciting violence</li> <li>Threatening to cause harm</li> <li>Recording of conversations without consent</li> <li>Unwanted physical contact e.g. sexual nature, dacking</li> <li>Major disruption to class</li> <li>Disrupting other classes</li> <li>Blatant disrespect</li> </ul>

Being Committed	Area	Minor	Major
	Others		<ul style="list-style-type: none"> <li>Major defiance</li> <li>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks or meeting course requirements e.g. assessment drafts</li> <li>Refusing to work</li> <li>Lack of engagement in class activities</li> <li>Not bringing required materials to class</li> </ul>	<ul style="list-style-type: none"> <li>Non-completion of assessment</li> <li>Plagiarism</li> <li>Continual refusal to participate in the program of instruction</li> </ul>
Every day counts	<ul style="list-style-type: none"> <li>Non-attendance to class</li> </ul>	<ul style="list-style-type: none"> <li>Persistent lateness to class and/or school</li> <li>Truancy</li> <li>Persistent non-attendance</li> </ul>	

### School Disciplinary Absence

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).



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

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

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

### Arrangements

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

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

### Structure

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

Possible agenda:

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



### Reasonable adjustments

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

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## BUNDABERG STATE HIGH SCHOOL STUDENT BEHAVIOUR MANAGEMENT PROCESS



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#### Class Teacher

- Provide clear expectations, procedures, class rules and consequences.
- Set and follow up on consequences.
- Review student data summary (dashboard), welfare list and students' individual behaviour plans.
- Utilise essential skills for classroom management to engage students. Participate in classroom profiling.
- Identify incomplete/non-submitted assessment in curriculum area and notify HOD.
- Use cross classing procedures when appropriate.
- Make parent contact to discuss behaviour, effort, attitude or assessment concerns.
- Record all incidents and contact in OneSchool.
- Liaise with HOD or YLC based on issue (see below)

#### Curriculum HOD

- Action OneSchool referrals regarding- cross class referrals (faculty), incomplete assessment, lack of engagement/participation, repeated non-compliance in class.
- Monitor class behaviour, counsel students, administer consequences where teacher intervention unsuccessful.
- Parent contact as follow up for repeat issues or unsuccessful teacher intervention.
- Liaise with YCO to monitor cross faculty issues.
- OneSchool all contact & consequences.
- Liaise with DP and appropriate welfare staff regarding student welfare concerns.
- Monitor student engagement sheets and academic performance within faculty.
- Contribute to development of (Individual Behaviour Support Plan (IBSP) with stakeholder team.

#### Year Level Coordinators

- Action OneSchool referrals - attendance, non-curriculum behaviour incidents.
- Monitor cohort - Uniform, attendance, non-curriculum incidents, cross class incidents (cross faculty) and welfare.
- Identify absentee rates/concerns
- Identify patterns of inappropriate behaviour/non-compliance across curriculum areas.
- Support Form Teachers - uniform and attendance issues.
- Monitor student daily improvement/engagement sheets.
- Parent contact - resolve behaviour/further consequences.
- OneSchool all contact and consequences.
- Notify Senior/Junior Schooling HOD of 3 cross class incidents.
- Liaise with DP, HODs, Guidance Officer and support staff.
- Refer students to welfare team.
- Contribute to development of IBSP with stakeholder team.

#### Senior Secondary/Junior Secondary Schooling HODs

- Action consistent and persistent non-compliance, uniform, behaviour and curriculum issues following unsuccessful intervention by YLC and faculty HODs.
- Action identified long term/regular absentee concerns and issue relevant year level non-attendance letter (C1, T1)/home visit/welfare referral.
- Conduct parent interview following 3 cross class incidents.
- Issue short term (1-10) day suspensions.
- Liaise with relevant Deputy regarding cancellation of enrolment.
- Parent contact to discuss and resolve non-compliance behaviour and further consequences.
- OneSchool all contact and consequences.
- Liaise with DP, HODs, Guidance Officer and support staff.
- Chair welfare meetings
- Contribute to development of IBSP with stakeholder team.
- Refer students to welfare team.

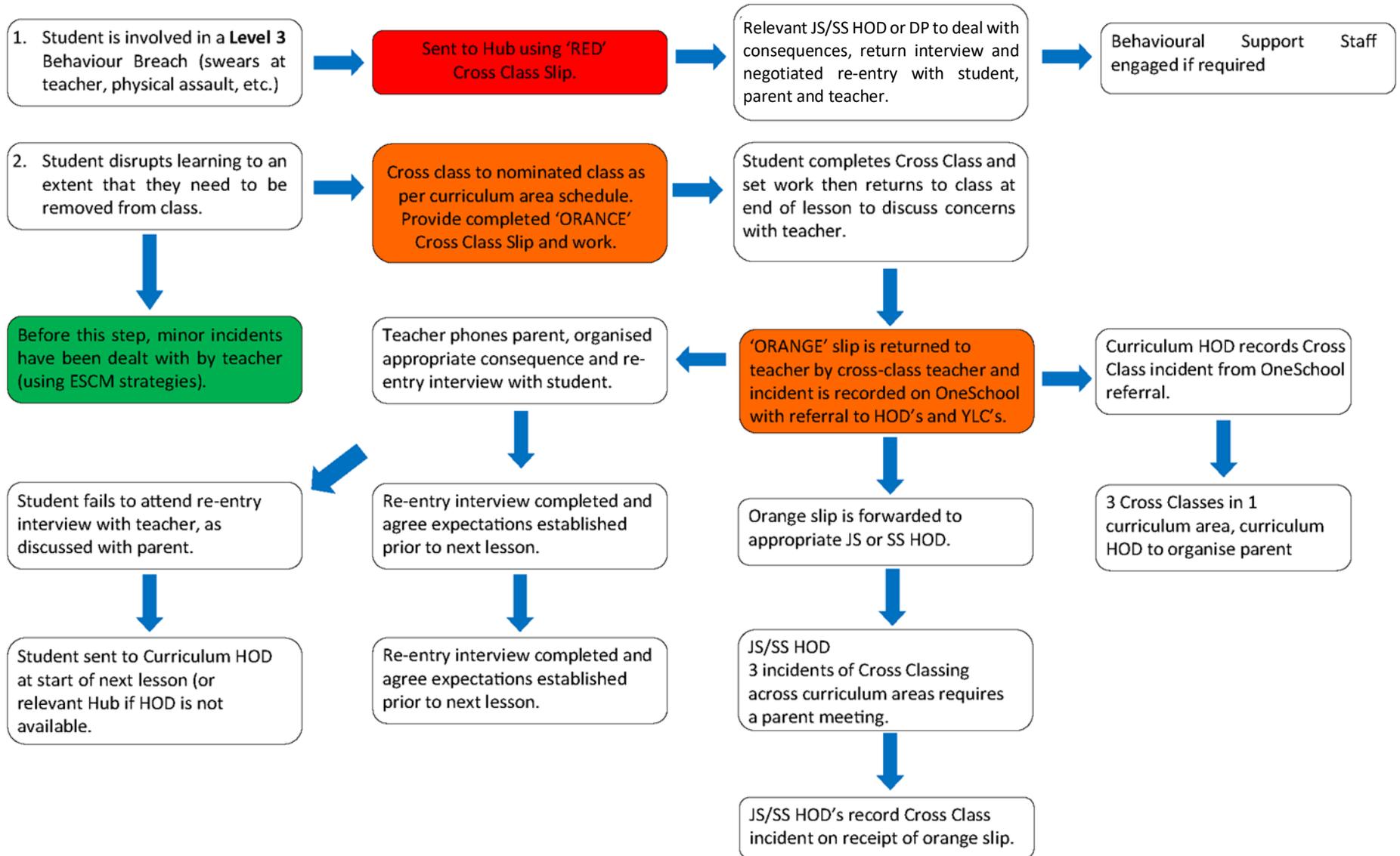
#### Deputy Principal and Principal

- Manage level 3 incidents – suspensions, cancellations, liaise with GO, police and/or external agencies.
- Assist HODs and YLCs where intervention is unsuccessful.
- Lead FBA and development and review of IBSP in collaboration with the stakeholder team.



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### Cross Classing Flowchart





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### 8. Emergency Responses of Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff of Bundaberg State High School are kept safe. Staff should refer to the North Coast Region - Responding to Critical Incidents School Support Guide Link: [Responding to Critical Incidents School Support Guide](#)

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

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

#### Basic defusing strategies

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, and 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: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

#### Physical Intervention and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Bundaberg State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others; or
- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint on the type and duration of restraint used



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- staff members and other witnesses present during the period of the restraint o student’s physical condition before and after the period of physical restraint o planned future action to prevent further incidents of the behaviour.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; and
- leaving a class room or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the individual student.

### Debriefing

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy.

### Record Keeping

Each instance involving the use of physical restraint must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,Notification-and-Management.aspx> online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- Physical Intervention Incident Report (Appendix 5)
- Debriefing Report (Appendix 6)

## 9. Network of student support

Students at Bundaberg State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- |  |  |
|--|--|
|  Parents                              |  School Chaplain / Youth Worker  |
|  Teachers                             |  School Based Police Officer     |
|  Support Staff                        |  School Based Youth Health Nurse |
|  Community Education Counsellor (CEC) |  Youth Support Coordinator       |
|  Administration Staff                 |  Deputy Principals               |



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-  Advisory Visiting Teachers
-  Senior Guidance Officer
-  Guidance Officers

-  Heads of Department
-  Year Level Co-ordinators
-  Learning Coordinators (SEP)
-  Ignite

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

- |   |   |
|---|---|
|  Disability Services Queensland                    |  Youth Justice                             |
|  Child and Youth Mental Health                     |  Police                                    |
|  Queensland Health                                 |  Local Council                             |
|  Department of Communities - Child Safety Services |  Neighbourhood Centre<br>Autism Queensland |
|  YMCA – Youth 360 Program                          |  Headspace                                 |
|  IMPACT  |  Salvation Army – Tom Quinn Centre         |

### 10. Consideration of individual circumstances

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

Bundaberg State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

### 11. Restrictive Practices

School staff at Bundaberg 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:



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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.

### 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 Bundaberg State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)



- 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 Bundaberg 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 the student's parents should be called to make such a determination.

##### **Parents** of students at Bundaberg State High School are to:

- 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 Bundaberg 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;

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- 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 Bundaberg 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 Bundaberg 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.

## 12. 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.



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### 13. 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

### 14. Preventing and Responding to Bullying

Bundaberg State High School promotes positive relationships and the wellbeing of all students, staff and visitors at the 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.

#### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

#### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

#### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

#### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

#### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



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### 15. Legislative Delegations

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

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

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](#)

### 16. Related Policies and Procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Managing risks in school curriculum activities
- Code of school behaviour
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Access to records held in schools
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management



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- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students ☒
- Temporary Removal of Student Property by School Staff.

### 17. Related Resources

- National Safe Schools Framework
- Cybersafety and school's resources
- Bullying. No Way!
- One Punch Can Kill
- Safe Schools Hub
- Code of Conduct for School Students Travelling on Buses
- Office of the eSafety Commissioner

#### Endorsement

Principal

P&C President or Chair, School Council

Date effective: from 2020-2023.

#### Overview

This policy outlines the responsibilities for students using ICTs at Bundaberg State High School. It describes provisions, expected behaviours and consequences for inappropriate behaviours. It is based on a number of Departmental policy documents.

ICTs provide important skills and benefits to students and they are also important communication devices. The school is developing and maintaining a safe environment that encourages responsibility, respect and commitment. The use of ICTs by students needs to be managed within that context.

#### General Information

- Curriculum learning experiences may include opportunities for students to use recording devices provided by the school as part of their studies, e.g. digital cameras, videos cameras or voice recording devices. Use of Departmental recording devices is only permitted when consent is provided by the class teacher
- Students must understand that they cannot record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Students must not record private conversations, or violent, illegal or embarrassing matter capable to bringing the school into public disrepute (see legislation below)

#### Conclusion

Bundaberg State High School 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.



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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](http://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](#).

### 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.

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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

#### 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 Bundaberg State High School in the senior school to:

- use mobile phones or other devices for:
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Bundaberg state High School in both senior and junior school to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security



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- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

### Procedures for Use of Technology

**Students enrolled at Bundaberg State High School in the Senior School also have a responsibility to:**

- Display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic device (including those with Bluetooth functionality)
- Use their mobile phone or other electronic devices in a manner or place that does not disrupt the normal school routines
- Turn their mobile phone and all electronic equipment off during class unless directed by their teacher that it is to be used as part of a curriculum activity
- Use mobile phones and all other electronic equipment only at the following times: before school, during recess/lunch breaks and after school, unless otherwise instructed
- Not use in-phone cameras anywhere a normal camera would be considered inappropriate, such as toilets and change rooms or to take images without the person's permission
- Not use the phone or electronic device to invade someone's privacy or to bully them by posting, downloading, uploading or distributing obscene, threatening or intimidating material via SMS text messages, email, posting to websites, etc. including the use of unauthorized voice recordings or recordings of private conversations
- Not use mobile phones or electronic devices during exams or in-class assessment unless it is a required component of the assessment task



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**Students enrolled at Bundaberg State High School in the Junior School (7-9) have a responsibility to:**

Follow the mobile phone policy. Mobile phones in JUNIOR SCHOOLS are not permitted to have a mobile phone visible or use a Mobile Phone once they enter the school grounds.

**Students involved in:**

- inappropriately recording; and/or
- disseminating inappropriate material (through SMS, display, internet uploading etc.); and/or
- knowingly being the subject of an inappropriate recording and/or recording without the subject's knowledge, are in breach of the above policy, and may be subject to consequences (including suspension and recommendation for exclusion).

The following procedure is in place for any unauthorised electronic device use in learning areas:

**First Breach**

- Student is directed to the Junior Secondary Hub to hand in phone; student will be given a receipt to verify that the phone has been handed in; student must present this receipt to receive phone back at the end of the day
- Student is to complete booklet - *Rethinking My Behaviour: Use of Mobile Phone* in their own time
- Text message sent to Parent/Carer:
  - [Student name] has been given a *Rethinking My Behaviour: Use of Mobile Phone* booklet to be completed and returned by [date]. Their phone has been handed in to the Junior Secondary Hub and [Student Name] can collect it at the end of the day.
- OneSchool Behaviour Record to be entered by Teacher; Must include Year Level Co-ordinator in Referral section

**Second Breach**

- Student is to hand in phone to the Junior Hub; student will be given a receipt to verify that the phone has been handed in; student must present this receipt to receive phone back at the end of the day
- Student given a lunch-time detention.
- Year Level Co-ordinator to make phone call to Parent/Carer:
  - Advise that [Student Name] has breached the School's Mobile Phone Policy twice and consequently has handed in their phone for the day and given a lunch-time detention.
  - Any further breach of this policy will result in a short-term suspension for continual non-compliance of school rules.
- OneSchool Behaviour Record to be entered by Teacher; Must include Year Level Co-ordinator and Hub HOD in Referral section

**Third Breach**

- Student is to hand in phone to the Junior Hub; student will be given a receipt to verify that the phone has been handed in; student must present this receipt to receive phone back at the end of the day
- Hub HOD to make Parent/Carer contact:
  - Advise that [Student Name] has again breached the School's Mobile Phone Policy therefore will be suspended for xx days for continual non-compliance of school rules.

Further consequences may apply including suspension or exclusion for inappropriate use of electronic devices.

The Principal reserves the right to select responsible strategies in accordance with relevant Legislation and Polices.



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### NOTE:

Whilst there are processes in place to support BYOD devices, the school accepts no responsibility for the loss, theft or damage of student mobile phones or any other electronic devices which students bring to school.

### Guidelines

Students are reminded that all other responsibilities and guidelines involving the use of smart devices as outlined in the school's current ICT policy and responsible behaviour plan for students still apply.

To ensure appropriate use of smart devices within Bundaberg State High School the following needs to be understood:

- Learning can be enhanced with the use of ICTs and may be utilised in all learning environments. The use of ICTs and students' own personal electronic devices can be an appropriate teaching and learning strategy and is **only permitted when consent is provided by the class teacher**. A reminder that various subjects/units of work/teachers focus on differing delivery methods and the class teacher has ultimate responsibility for how they need the learning environment to operate for best student outcomes.
- Unacceptable use of electronic devices within the classroom is defined as any behaviour or incident that interrupts the learning/teaching environment and involves the use of electronic devices when permission has not been granted by staff.
- Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means (Cyber bullying).
- Cyber bullying occurs when a person is targeted by another through the use of information and communications technology. It involves the misuse of mobile phone, computer, internet, email, making of and /or distributing pornographic, obscene, offensive, violent, sensitive, shocking materials, invading a person's privacy, or images depicting dangerous behaviour, bullying and harassment.
- Even where consent is obtained for recording, the school will not tolerate such images or sound being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.
- Cyberbullying can involve students or staff using SMS text, email, chat rooms, websites, blogs and mobile phones, to download, and possibly send messages or images and/or post/upload materials with the intention of distributing this material so as to threaten, humiliate, intimidate or harass another student, staff or someone else within the school community.
- The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or stalking, and will subject the sender to discipline and possible referral to Queensland Police Service. Students receiving such text messages from fellow students should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### Legislation

Recording Private Conversations and the Invasion of Privacy Act 1971

- It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'
- The recording, or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law, and if detected by the school will result in a referral to Queensland Police Service (QPS)



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- It is also an offence under the 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

### Enhancing On-Line Safety for Children Act 2015

There is a Children's e-safety Commissioner whose job is to administer a complaints system for cyberbullying material targeted at an Australian child. The act can be enforced under Part 4 of the Regulatory Powers (Standard Provisions) Act 2014. This allows a civil penalty to be enforced by obtaining an order for a person to pay pecuniary penalty (money) for the contravention of the provision.

### Criminal Code 1995

Staff and Students need to be aware of Section 474 of the Criminal Code 1995— "It is an offence to use telecommunications devices to menace, harass or cause offence."

### Bring Your Own Device (BYOX)

As a BYOD school, upon enrolment at Bundaberg State High School, Parental or Caregiver permission is sought to give the student/s access to the Internet, based upon the policy contained within *ICT-PR-004 Using the Department's Corporate ICT Network*.

### Important Points of Note:

Education Queensland has provided internet and computer (equity pool) access to Bundaberg State High School. Students should be aware of the following facts:

- all Internet and computer usage are monitored;
- the schools Internet access is not an unlimited resource. Students are expected to restrict usage to school related topics only;
- inappropriate use can be traced back to the person who accessed or sent the information and may lead to removal of privileges;
- while systems are in place to prevent access to undesirable material, unexpected/unintentional access may occur that is beyond the school's control. Students are required to notify school staff immediately of these instances to assist in removing and preventing future occurrences.

### BYOX Student Agreement

1. Students MUST use school issued ICT resources:
  - for legitimate school related purposes only. All other personal use is prohibited
  - with due care and report any damage/vandalism they encounter. Families will be invoiced for any intentional damage.
2. Students are NOT PERMITTED, whilst connected to the school network to:
  - use unsupervised internet chat or use online email services (e.g. Facebook, MSN, gmail, Hotmail etc);
  - use ICT resources to compose/access/transmit/copy/print any material that may be dangerous, offensive or inappropriate;
  - modify the configuration or attempt repairs or service of any ICT resource;
  - use or download games, movies or music that is not curriculum related or for school use; and
  - use/store any programs and/or knowingly download viruses capable of breaching the Department's networks security.



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3. Students **MUST NOT USE ANY ICT RESOURCES IN AN UNLAWFUL MANNER** such as:
  - breach of copyright;
  - attempt to breach computer/network/internet security, or use any means to bypass such security;
  - access restricted ICT resources;
  - attempt to discover another user's password or interfere with another user's account in any way; and
  - use another student or staff member's username or password to access the school's network, or access another person's files, home drive or e-mail.
4. Students **MUST NOT**:
  - reveal their password(s) to anyone else;
  - allow anyone else to use their computer/Internet/email account in any way; and
  - reveal their personal details or that of other students and staff (i.e. address, phone number etc.).
5. Students should **BE AWARE** that:
  - privacy is not assured in the use of computer and internet services;
  - ICT personnel will monitor their personal computer storage, email and information accessed from the internet;
  - personal devices such as USB drives/iPods and mobile phones/tablets are also subject to the conditions of this agreement;
  - USB flash drives are only permitted provided they contain and are used for legitimate schoolwork only;
  - personal files on USBs may be deleted by the Department's malware protection.

If a student does not comply with these conditions of use, appropriate action will be taken and may include, loss of computer/internet access for some time. In more serious matters, where a criminal offence occurs, further disciplinary and/or legal action may be taken.



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## PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBER BULLYING)

### BUNDABERG STATE HIGH SCHOOL BULLYING POLICY

Bundaberg State High does not tolerate bullying or harassment. All members of the school community are committed to ensuring a safe and supportive environment based on the school's core values of be responsible, be respectful, be committed and be safe. There is no place for bullying at Bundaberg State High School. Research indicates that those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

#### What is Bullying?

Bullying is where someone or a group of people with more power repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

#### What Bullying Isn't?

- Single episodes of social rejection or dislike
- Single episodes of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

#### Types of Bullying:

- **Physical Bullying** includes hitting, kicking, tripping, pinching and pushing or damaging property
- **Verbal Bullying** includes name calling, insults, teasing, intimidation, homophobic or racist's remarks, or verbal abuse
- **Covert Bullying** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
  - Lying and spreading rumours
  - Negative facial or physical gestures, menacing or contemptuous looks
  - Playing nasty jokes to embarrass and humiliate
  - Mimicking unkindly
  - Encouraging others to socially exclude someone
  - Damaging someone's social reputation or social acceptance
  - **Cyberbullying** is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up defamatory personal website or deliberately excluding someone from social networking spaces. (For more detailed information please refer to the Cyberbullying Information at the end of this document.)

#### What Students Should Do If They are Harassed or Bullied:

If a student feels they are the target of negative social behaviour or has witnessed the same, they should:

- Ask the person to stop the behaviour;
- Advise a staff member as soon as possible;
- Support the person who is being targeted (see Bystander's Code) and request help from a teacher at the time of the incident;
- Report behaviour to the Form Group Teacher, Year Level Coordinator or a teacher of the student's choice, or deposit a form in the Bust-a-Bully boxes located around the school;
- Refrain from such behaviour towards others in retaliation, either immediately or over time;
- Refrain from widespread unnecessary discussion of the incident.



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### What Staff Members Will Do:

Responding to reports of bullying using L.A.T.E. Model

**Listen:** Gather information from the student as to the bullying: who, how, how often

**Acknowledge:** All reports of bullying must be treated seriously and the student's concerns acknowledged

**Talk about options:** Some of the options available are mediation between parties, referral to bullying programs, counselling, parent contact, cautions and disciplinary action. Cyberbullying which constitutes a threat using a carriage service would be referred to the School Based Police Officer for action through the Stop Harassing Me Now Program

**End with Encouragement:** Don't forget to document using OneSchool

### Key Stakeholder Responsibilities

*Year Level Coordinators (YLC)*

- Continue to support target students.
- Refer to Student Services staff/Guidance Officer if appropriate.
- Use a mediation process:
  - Arrange and/or conduct mediation
  - If necessary, contact parent/s of the target and the student who has been bullying/harassing another/others
  - Refer to DP if serious or repeat incident
- Encourage target student to report similar behaviour if repeated · Record and monitor incidents of negative social behaviour on OneSchool

*Junior and Senior Secondary HODs/Deputy Principal for repeat or serious offences*

- Contact parents
  - Apply consequence – detention, internal/external suspension
  - Refer parties to Student Services for ongoing intervention and support

### School

- Disseminate the Policy and Procedures through Teacher and parent forums, school newsletter and school website.
- Encourage supportive school environment practices through School Wide Positive Behaviour

### Parents and Caregivers

- Encourage their students to discuss the effects and consequences of bullying/harassment
- Encourage students to report any incidents of bullying/harassment to school staff
- Contact the School if a student is being bullied/harassed or parents/caregivers suspect that it is happening
- Look for tell-tale signs (i.e. bruises, cuts, not wanting to come to school, temper outbursts, etc.) · Listen to your child and enlist the support of the school (i.e. empower the student)
- Support your child

### Bundaberg State High School's Bullying Prevention Program

1. **Enrolment and Induction:** All enrolling students are made aware of the school's behaviour expectations. Additionally, the expectations are made explicit for the digital environment. Students sign agreements in relation to the safe and responsible use of ICTs.
2. **Year 7 Cyberbullying:** All enrolling year 7 students participate in an information session about bullying and cyberbullying. This session defines the issues and gives examples, and instructs students about the reporting process, responsible bystander behaviour and possible consequences.



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3. **Years 8 Bullying program:** All students in years 8 and 9 participate in talks in Term 1 delivered by the Head of Department, Student Services, School Based Police Officer and Year level coordinators on bullying- prevention, reporting, consequences. Included in this is information on Cyberbullying through the use of “Tagged”.
4. **Year 7/8 Physical Education** bullying curriculum program
5. **Year 7, 8 and 9 programs and presentations**
  - Brainstorm productions
  - Office of the E-Safety Commissioner Cybersafe and Cyberbullying Presentation Yr. 9
  - Targeted bullying programs e.g. ‘Power Up’
6. **Bullying Booklets** repeat offenders work though, signed by parents
7. **Special Education Program** – Friends Program

### Cyberbullying

Cyberbullying is treated at Bundaberg 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, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Junior or Senior HUB.

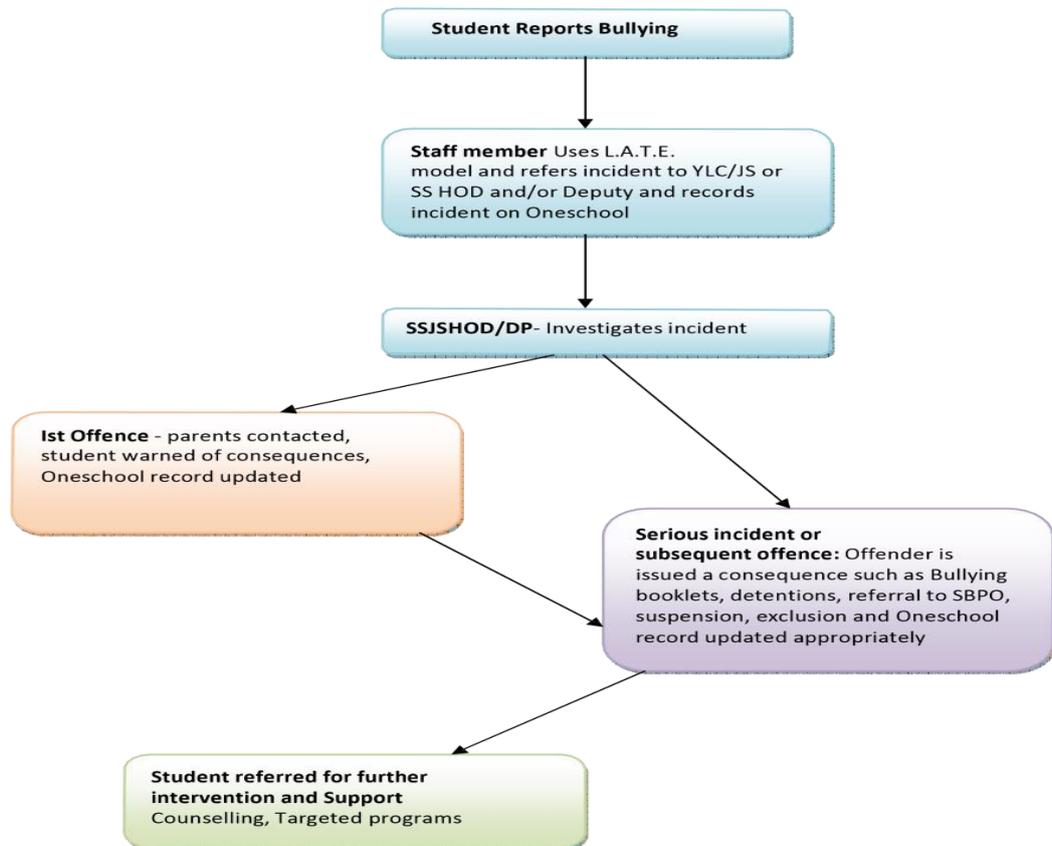
It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying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

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

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

Bundaberg State High School  
**Cyberbullying response flowchart for school staff**

**Reporting and Responding to Bullying**



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**What is Cyberbullying?**

Cyberbullying is when technology, such as email, mobile phones, chat rooms and social networking sites, are used to verbally or socially bully another person. Bullying is an ongoing abuse of power to threaten or harm another person.

**Some Common Examples of Cyberbullying**

- Sending or posting abusive, threatening, humiliating or harassing messages via text, social networking sites or email
- Forwarding others' personal emails, messages, pictures or videos without their permission
- Uploading embarrassing or degrading images or videos involving other students (including fight videos)
  - Using social networking sites or blogs to post inappropriate photographs or messages about other children or school staff
- Excluding children online through emails, chat and social networking sites
- Imitating others or assuming a child's identity, then sending or posting material which damages their social status or relationships with others
- Making prank calls to another child's mobile phone

**Why is Cyberbullying an Issue?**

The internet provides opportunities for young people to engage with other children and adults, and therefore plays a significant role in social development. The internet allows information to be sent to a large audience instantly, and also provides a sense of anonymity. With an ability to send material to



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others under a false name or details, children can easily post negative or harmful comments without fear of being caught.

### Where does Cyberbullying Occur?

Cyberbullying can take place anywhere that children have access to technology. Some of the most common places include:

- Social networking sites such as 'Facebook'
- Video sharing websites such as 'YouTube'
- Instant messaging programs such as Windows Live Messenger/Instagram
- Mobile phone texting
- Online gaming

### School Management of Cyberbullying

**Cyberbullying and other Cyber safety issues may affect the good order and management of the school where it involves**

- Bullying between children who attend the school
- Images or videos of children on the school grounds
- A student at the school possessing or distributing offensive video, images or texts while at school
- School ICT resources being used

Incidents of cyberbullying are dealt with through the school's Bullying Policy and may include disciplinary action, reporting to the police, and referral to Social Skilling programs such as 'Power Up'.

### Cyber Defamation

Defamation occurs when defamatory material relating to an individual is published. Material will be defamatory if it could:

- Injure the reputation of the individual by exposing them to hatred, contempt or ridicule;
- Cause people to shun or avoid the individual;
- Lower the individual's estimation by right thinking members of society.

Information and support for schools dealing with internet defamation can be found using the following links:

1. <https://oneportal.deta.qld.gov.au/EducationDelivery/educationandict/cybersafetyandreputationmanagement/Pages/default.aspx>
2. <https://oneportal.deta.qld.gov.au/EducationDelivery/educationandict/cybersafetyandReputationmanagement/Pages/SupportGuidesandinformation.aspx#incident>
3. [Incident management flowchart for school leaders \(PDF, 106KB\)](#)

### Review and Evaluation

Bullying policy to be reviewed annually through Schoolwide Behaviour Team meetings, in conjunction with Responsible Behaviour Plan for Students review.

Useful Links:

Alannah and Madeline Foundation: [www.amf.org.au/](http://www.amf.org.au/)

National Centre Against Bullying (NCAB): [www.amf.org.au/NCAB/eSmart](http://www.amf.org.au/NCAB/eSmart)  
[www.esmartschools.org.au/](http://www.esmartschools.org.au/)

Think-u-know (Australian Federal Police): [www.thinkuknow.org.au/](http://www.thinkuknow.org.au/)

Bullying No Way!: [www.bullyingnoway.com.au/](http://www.bullyingnoway.com.au/)



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#### WORKING TOGETHER TO KEEP BUNDABERG STATE HIGH SAFE

We can work together to keep knives out of school. At Bundaberg State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

#### What Kinds of Knives are Banned?

- 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 Principal Can Take Tough Action Against a Student Who Brings a Knife to School.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension, exclusion and cancellation of enrolment.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.
- If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

#### How Can Parents Help to Keep Bundaberg State High School Safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the School-Based Police Liaison Officer.



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**CROSS CLASS SLIP**

**Cross Class Slip**

Date \_\_\_\_\_ Student \_\_\_\_\_ Year Level \_\_\_\_\_

Teacher (from) \_\_\_\_\_ Room \_\_\_\_\_ Teacher (to) \_\_\_\_\_ Room \_\_\_\_\_

Subject \_\_\_\_\_ Session \_\_\_\_\_ Time \_\_\_\_\_

NB: If there is no teacher at the cross class room, student is to report directly to the JS HUB (T-Block) or SS HUB (A-Block)

**Reason for being Cross Classed**

- Repeated disruptive behaviour \_\_\_\_\_
- Dangerous behaviour \_\_\_\_\_
- Disrespectful \_\_\_\_\_
- Repeated refusal to follow instructions \_\_\_\_\_
- Other \_\_\_\_\_

*Teacher receiving a cross classed student should return this form to the class teacher. The cross classing teacher should -*

- enter the information onto One School (information for HODs and YLC); and
- negotiate re-entry to class with the student; and
- make parent contact.

**Cross Class Teacher Signature:** \_\_\_\_\_ **Time Left Class:** \_\_\_\_\_

**Comment:**  
\_\_\_\_\_  
\_\_\_\_\_

**HUB REFERRAL SLIP**

**Level 3 Behavioural Breach**

DATE \_\_\_\_\_

Student \_\_\_\_\_ Year \_\_\_\_\_ Class \_\_\_\_\_ Subject \_\_\_\_\_

Teacher (from) \_\_\_\_\_  JS Office (T-Block)  SS Office (A-Block)

The above student has been involved in a Level 3 behavioural breach, as outlined below and has been sent to the Office listed above.

Session \_\_\_\_\_ Time sent from class \_\_\_\_\_ Arrival time \_\_\_\_\_

**Details of behavioural breach**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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### PHYSICAL RESTRAINT/INTERVENTION REPORT

Initial Report Compiled by		Date and Time Report Completed	
Signed			
Details of Student			
Name:		Class:	Teacher:
Details of Staff Involved in Incident			
Name:		Role:	
Reason for restraint: Emergency Response <input type="checkbox"/> OR Individual Student Plan <input type="checkbox"/> (Select One)			
To cease the physical assault of another student or staff member			<input type="checkbox"/>
To avert an immediate danger to him/herself or to others			<input type="checkbox"/>
To avoid serious property damage			<input type="checkbox"/>
Other (enter detail of the serious incident)			
Details of Incident			
Date	Time	Initial Location	
Initial Staff involved			
Restraint Location			
Duration of Restraint			
Type of Restraint			
Student Removed to			
De-Escalation Strategies used prior to Restraint			
Distraction	Change of face, place, activity	Offer choices	Cool down time, place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical condition of Student before Restraint			
Physical condition of Student after Restraint			
Details of any Injury			
Injury to Student	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Incident Report Completed Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of Injury			
Injury to Staff Name:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Incident Report completed Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of Injury			
Details of Damage			
Details of Trauma			
Notifying Procedures			
Incident Reported to			
Parent/Carer contacted			
Name	Time and Date		
Student/s: Post Incident Discussion/Debrief			
Location	Time and Date		
Present			
Details			
Other Forms Completed			
OneSchool			



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**FOLLOW UP REPORT – to be completed by Form Recipient (Admin/Delegate)**

<b>Follow-up Call</b>				
<b>Made by:</b>		<b>Made to:</b>		
<b>Post Investigation</b>				
<b>Necessary</b> <input type="checkbox"/>	<b>Not</b> <input type="checkbox"/>	<b>Completed by:</b>	<b>Recorded in:</b>	
<b>Review of individual behaviour management plan (to reduce need for use of restrictive practices)</b>				
<b>Necessary</b> <input type="checkbox"/>	<b>Not</b> <input type="checkbox"/>	<b>Completed by:</b>	<b>Recorded in:</b>	
<b>Review of classroom/school management practices (emergency use of restrictive practices)</b>				
<b>Necessary</b> <input type="checkbox"/>	<b>Not</b> <input type="checkbox"/>	<b>Completed by:</b>	<b>Recorded in:</b>	
<b>Damage Repair</b>				
<b>Necessary</b> <input type="checkbox"/>	<b>Not</b> <input type="checkbox"/>	<b>Organised by:</b>		
<b>Entered on MYHR/WHS</b>				
<b>Necessary</b> <input type="checkbox"/>	<b>Not</b> <input type="checkbox"/>	<b>Completed by:</b>		
<b>Entered on OneSchool</b>				
<b>Necessary</b> <input type="checkbox"/>	<b>Not</b> <input type="checkbox"/>	<b>Completed by:</b>		
<b>As Contact</b>		<b>Completed by:</b>	<b>One Student Profile of</b>	
<b>As single student incident:</b>		<b>Completed by:</b>	<b>One Student Profile of</b>	
<b>As multiple student incident:</b>		<b>Completed by:</b>	<b>One Student Profile of</b>	
<b>Other Forms completed</b>				
<b>Debrief Report</b> <input type="checkbox"/>		<b>Physical restraint/Intervention record</b> <input type="checkbox"/>		<b>Individual Plan including Physical Restraint</b> <input type="checkbox"/>
<b>Signed:</b>				



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### DEBRIEFING REPORT

#### Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened
- why it happened and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).



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#### APPROPRIATE USE OF SOCIAL MEDIA

Bundaberg State High School embraces the amazing 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 an opportunity 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. Bundaberg State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Bundaberg State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As it is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Bundaberg State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Bundaberg State High School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Bundaberg State High School engaging in appropriate online behaviour.

#### Role of Social Media

The majority of young people use social media sites and apps on a daily basis for school work, 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.

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 Bundaberg State High School are expected to engage in the appropriate use of social media.

Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should



not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should 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. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Bundaberg State High School, 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.

Bundaberg State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of 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 parents 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.

Bundaberg State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Bundaberg State High School expects its students to engage in positive online behaviours.



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### STUDENT POLICY—OCTOBER 2017

## Information & Communication Technology Policy, including Acceptable Computer and Internet Use

*Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the Internet, based upon the policy contained within ICT-PR-004 Using the Department's Corporate ICT Network.*

This policy also forms part of this Student BYOx Agreement and Charter, and the school's Acceptable Use of IT and Internet Policy. The acceptable-use conditions apply to the use of the device and Internet both on and off the school grounds.

Communication through Internet and online communication services must comply with the Responsible Behaviour Plan which is also available on the school website.

There are a few conditions that students should adhere to. Students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanism that are in place.
- disable settings for virus protection, spam and/or Internet filtering that have been applied as part of the school standard.
- use unauthorised programs and internationally download unauthorised software, graphics or music
- internationally damage or disable computers, computer systems or Queensland DET networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

**Note** Students' use of Internet and online communication services can be audited and traced to the account of the user. This includes social media sites such as Facebook. Any legal issues will be referred to the police.

### MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Bundaberg State High School has an obligation to ensure that our school provides a safe and supported teaching and learning environment. Students enrolled at Bundaberg State High School have the responsibility to:

- display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic device (including those with Bluetooth functionality).
- use their mobile phone or other electronic devices in a manner or place that does not disrupt the normal school routines.
- turn their mobile phone and all electronic equipment off during class unless directed by their teacher that it is to be used as part of a curriculum activity.
- use mobile phones and all other electronic equipment only at the following times: before school, during recess/lunch breaks and after school, unless otherwise instructed.
- not use in-phone cameras as anywhere a normal camera would be considered inappropriate, such as toilets and change rooms or to take images without the person's permission.
- not use the phone or electronic device to invade someone's privacy or to bully them by posting, downloading, uploading or distributing obscene, threatening or intimidating material via SMS text, email, posting to websites, etc. including the use of unauthorised voice recording or recordings of private conversations.
- not use mobile phones or electronic devices during exams or in-class assessment unless it is a required component of the assessment task.

### NOTE

In a move to further protect our young people from the harms of cyberbullying and the disruption that inappropriate use of mobile phones or other electronic devices which capture images/text/recordings can have on teaching and learning, mobile phones and accessories (e.g. headphones) **cannot be used** during school hours (8:30am – 2:35pm) by **Junior Secondary students**, unless a teacher has given permission for educational purposes. Under these conditions the mobile phone:

- must be switched to silent.
- cannot be used as a communication device unless communicating with a teacher via a school approved email or app when directed to do so by the teacher.



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- cannot be used to record images or video of other people.
- cannot be charged at school.
- cannot be used for listening to music or gaming (unless directed by the teacher for educational purposes).
- students who breach the policy will have to hand in their phone at the relevant Hub for the remainder of the school day. For repeated breaches of the policy, students will be dealt with through level 2 or 3 behaviour consequences outlined in the Bundaberg State High School Responsible Behaviour Plan for Students.

Electronic devices such as mobile phones and iPods can be expensive – they should be carried on the person (pocket) and not left in bags. The school does not accept responsibility for loss, theft or damage of such items.

### PASSWORDS

Passwords must not be obvious or easily guessed; they must be kept confidential, and changed when prompted or when known by another user. Personal accounts cannot be shared. Students should not allow others to use their personal account for any reason. Students should log off at the end of each session to secure no one else can use their account or laptop.

### CYBERSAFETY

At any time, if a student believes they have received a computer virus or spam (unsolicited email), or they have received a message that is inappropriate or makes them feel uncomfortable, they must inform their teacher, parent and/or caregiver as soon as is possible. Students are encouraged to explore and use the 'Cybersafety Help' Queensland Government website to talk, report and learn about a range of cybersafety issues. Students must seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student.

Students must never initiate or knowingly forward emails, or other messages, containing:

- a message sent to them in confidence.
- a computer virus or attachment that is capable of damaging the recipients' computer.
- Chain letters or hoax emails.
- spam (such as unsolicited advertising Students must never send or publish.
- unacceptable or unlawful material or remarks, including offensive or discriminatory comments.
- threats, bullying or harassment of another person.
- sexually explicit or sexually suggestive material or correspondence.
- false or defamatory information about a person or organisation.

### PRIVACY AND CONFIDENTIALITY

It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission. The student should not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or of others. It should also be ensured that privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interests.

### INTELLECTUAL PROPERTY AND COPYRIGHT

Students should never plagiarise information and shall observe appropriate copyright clearance, including acknowledging the original author or source of any information used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the Internet or intranet must have the approval of the Principal or their delegate and have appropriate copyright clearance.

### MISUSE AND BREACHES OF ACCEPTABLE USAGE

Students should be aware that they are held responsible for their actions while using the Internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access Internet and online communication services.

The **misuse** of Internet and online communication services **may result in disciplinary action** which includes, but is not limited to, the withdrawal of access to services and/or device.



### **MONITORING AND REPORTING**

Students should be aware that all use of Internet and online communication services can be audited and traced to the account of the user. All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, DET may be required to provide the authorities with access to the device and personal holdings associated with its use.

### **STUDENTS' REPORTING REQUIREMENTS**

Students are required to report any Internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside the Queensland DET must also be reported to the school.

## **The Code of School Behaviour**

Better Behaviour  
Better Learning





**BUNDABERG**  
**STATE HIGH SCHOOL**