



Bundaberg North
State High School

Student Code of Conduct

2023-2026

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

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

The Bundaberg North State High School Student Code of Conduct sets out expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences.

Its purpose is to facilitate high standards of behaviour from the whole school community, and ensure that all staff and students enjoy a safe environment in which teaching and learning are paramount.

This document will be available on the school's website and provided to newly enrolled students and their parents.

Contact Information

Postal address: PO Box 7358, Bundaberg North, Queensland 4670

Phone: 07 4130 0222

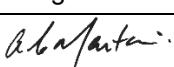
Email: principal@bundabergnorthshs.eq.edu.au

School website address: www.bundabergnorthshs.eq.edu.au

Contact Person: Craig Martin, Principal

Endorsement

Principal Name: Craig Martin

Principal Signature: 

Date: 12/12/2025

P/C President Mrs Michelle Hansen
Signature: 

Date: 20/11/2023

School Council Chair Mr Nathan Williams
Signature: 

Date: 20/11/2023

Contents

Principal's Foreword.....	4
P&C Statement of Support.....	5
Data Overview	6
School Opinion Survey	7
Learning and Behaviour Statement.....	10
Student Wellbeing and Support Network	10
Whole School Approach to Discipline.....	12
Behaviour matrix	13
Consideration of Individual Circumstances	15
Differentiated and Explicit Teaching	15
Focused Teaching	16
Intensive Teaching	17
Legislative Delegations	19
Legislation	19
Delegations	20
Disciplinary Consequences.....	21
School Disciplinary Absences.....	24
School Policies.....	25
Temporary removal of student property	25
Use of mobile phones and other devices by students	27
Preventing and responding to bullying	28
Appropriate use of social media.....	33
Restrictive Practices.....	35
Critical Incidents.....	36
Related Procedures and Guidelines.....	37
Resources.....	38
Appendix 1 - Detentions.....	39
Appendix 2 – Cross-classing.....	40
Appendix 3 – Whole-school student support	43



Principal's Foreword

Bundaberg North State High School is committed to producing outstanding learners, achievements and futures for students in Bundaberg. We believe strong, positive and supportive relationships between all members of our school are the foundation to supporting these outcomes. Through the provision of an inclusive, safe, supportive, progressive learning environment, Bundaberg North State High School prepares students to be innovative, entrepreneurial, life-long learners, who are resilient and responsible global citizens.

Bundaberg North State High School has three core values: respect, responsibility and safety.

Respect Treat others as you would like to be treated, be polite and be proud of your school.

Responsibility Be accountable for your actions, be trustworthy, be organised and follow instructions.

Resilience Develop the skills to overcome challenges and retain a positive mindset, utilising the values of Gratefulness, mindfulness and Empathy. These skills allow students to appreciate their individual circumstances maximise their potential.

Learning This is ultimately the priority of education; to teach students the skills to succeed academically but also to engage successfully in social circumstances and with emotional maturity.

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

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

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



P&C Statement of Support

As president of the Bundaberg North State High School P&C Committee, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Bundaberg North State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Bundaberg North State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Bundaberg North State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.



Data Overview

Bundaberg North State High School is committed to the principles of transparency and accountability within the school community. This includes reporting key measures related to student discipline, safety and wellbeing using existing data sets available to all schools.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from the school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals



School Opinion Survey

Parent opinion survey

Survey item	Total agreement %		
	2021	2022	2023
My child likes being at this school.	75.4	69.3	71.3
My child feels safe at this school.	83.1	76.4	60.8
My child's learning needs are being met at this school.	73.0	67.8	68.8
My child is making good progress at this school.	80.7	78.2	79.5
Teachers at this school expect my child to do his or her best.	92.9	90.7	91.0
Teachers at this school provide my child with useful feedback about his or her school work.	80.0	85.1	74.4
Teachers at this school motivate my child to learn.	74.8	73.3	76.3
Teachers at this school treat students fairly.	71.6	74.4	73.1
I can talk to my child's teachers about my concerns.	84.6	86.2	82.1
This school works with me to support my child's learning.	79.7	77.8	75.3
This school takes parents' opinions seriously.	71.6	68.3	65.3
Student behaviour is well managed at this school.	65.8	58.4	55.1
This school looks for ways to improve.	83.7	75.6	70.4
This school is well maintained.	94.6	88.9	80.8
This is a good school.	79.1	75.0	72.5



Student opinion survey

Survey item	Total agreement %		
	2021	2022	2023
I like being at my school.	50.0	49.4	43.5
I feel safe at my school.	61.5	56.6	49.7
My teachers motivate me to learn.	63.2	69.6	61.5
My teachers expect me to do my best.	83.7	88.0	90.5
My teachers provide me with useful feedback about my school work.	71.3	78.0	67.6
Teachers at my school treat students fairly.	48.0	57.1	54.3
I can talk to my teachers about my concerns.	47.3	47.1	46.2
My school takes students' opinions seriously.	47.9	50.0	46.9
Student behaviour is well managed at my school.	39.7	38.2	41.5
My school looks for ways to improve.	71.5	73.8	63.9
My school is well maintained.	56.7	53.8	47.2
My school gives me opportunities to do interesting things.	66.9	73.3	62.6
This is a good school.	57.1	53.2	48.6

Staff opinion survey

Survey item	Total agreement		
	2021	2022	2023
I feel this school is a safe place in which to work.	82.6	72.5	63.5
This school looks for ways to improve.	83.7	75.3	78.6
I have access to quality professional development.	75.3	78.4	79.5
Students are encouraged to do their best.	91.9	88.5	86.3
The wellbeing of employees is a priority for my school.	53.5	48.9	61.4
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	83.1	82.1	80.7
This is a good school.	73.8	72.7	68.8



Review Statement

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



Learning and Behaviour Statement

The first step in facilitating standards of positive behaviour is communicating those standards to all students. This is informed by Bundaberg North State High School's pedagogical framework, our school engagement program, and the Essential Skills for Classroom Management. At Bundaberg North State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate in all school-related contexts. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour, and providing a framework for responding to unacceptable behaviour.

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

Respect	Treat others as you would like to be treated, be polite and be proud of your school.
Responsibility	Be accountable for your actions, be trustworthy, be organised and follow instructions.
Resilience	Develop the skills to overcome challenges and retain a positive mindset, utilising the values of Gratefulness, mindfulness and Empathy. These skills allow students to appreciate their individual circumstances maximise their potential.
Learning	To teach students the skills to succeed academically but also to engage successfully in social circumstances and with emotional maturity.

Student Wellbeing and Support Network

Bundaberg North State High School uses a set of proactive and supportive strategies to assist all students to exhibit positive and productive behaviours and engage effectively in learning.

Engaging Curriculum and Effective Teaching: Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. These are achieved through the implementation of the whole-school pedagogical framework and the Curriculum Assessment and Reporting Plan (CARP). Classroom teachers are supported in these endeavours through:

- Bundaberg North State High School's pedagogical framework.
- Participation in curriculum area professional learning communities (PLC) supporting the development of a consistent teaching and learning framework.
- Student Code of Conduct staff induction.
- Ongoing professional development.
- Support provided by the North Support Structure inclusive of curriculum heads of department, and junior and senior school behaviour support teams consisting of year-level coordinators, junior and senior school heads of department, and deputy principals
- Open and informed communication.
- Consistent application of an effective Code of Conduct.



Student engagement framework: Utilising the Rebooting Education and Essential Skills for Classroom Management (ESCM) models to actively teach students strategies for self-regulation

RAS Program: A pastoral care program (RAS – Relationships and Self) provides a developmental program which focuses on building positive relationships and behaviours, team building, cooperation and leadership skills. More recently this has involved the 'The Resilience Project' particularly focusing on gratefulness, empathy and mindfulness.

Case Management for students with a disability: Individual support for students and parents, tailored to their specific needs, and a supervised room (chill-out room) within the student support area in G Block provided to support students to regain self-regulation in a private environment, assisted by support services staff.

Transition Program: Year 6 students from "feeder" schools are engaged in a comprehensive program enabling their seamless transition to high school life and alignment of feeder school behaviour expectations.

Orientation Program: All Year 7 students undergo a comprehensive induction program outlining acceptable positive behaviour.

- **Year Level Coordinators:** Provide well-being, engagement and attendance support by case-managing a year level.
- **Year Level HODS:** Provide behaviour support for a year level.
- **Sector HODS:** Provide focussed and intensive behaviour support within the junior (Yr.7/8/9) or senior (Yr.10/11/12) secondary sectors.
- **Support staff:** A variety of support staff e.g. school-based youth health nurse, chaplain, school-based police officer, youth support coordinators, community education counsellor, Transition Pathways Officer, Mental Health consultant for Student Engagement and Wellbeing and guidance officers provide additional assistance to students.
- **Active student participation:** is promoted by offering a broad range of student options in academic, sporting, service and cultural activities. There is regular acknowledgement and recognition of participation.
- **Leadership Opportunities:** Encouragement of student leadership through activities such as the student council, sport, peer mediation and 'Better Buddies' programs.
- **Development of specific policies to address:**
 - The use of personal technology devices at school
 - Procedures for preventing and responding to incidents of bullying
- **Positive Reinforcement:** Classroom teachers, administration and support staff reinforce positive behaviours through actions such as:
 - Acknowledgement and recording of positive behaviours
 - Appointment of student leaders
 - Acknowledgement of achievement
 - Rewards for positive behaviour and effort through the 'Reach for the Sky' awards program
 - Rewards for positive behaviour with school Gotchas, vouchers, and reward days
- **Proactive Programs** to support students such as peer mediation, 'Better Buddies' and the student engagement program
- **Flexispace:** to provide focused and intensive, proactive engagement support for students with identified needs. The Flexispace combines a case-managed, alternative environment program with a continuation of engagement with mainstream schooling. Each student is monitored from commencement in the program against the Australian Curriculum, social and emotional resilience, wellbeing and attendance.
- **Reinforcing expected school behaviour**
At Bundaberg North 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 and is called 'Reach for the Sky'. 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.

Whole School Approach to Discipline

Students come to school to learn and behaviour support represents an important opportunity for young people to learn how to get along with others. To facilitate this, Bundaberg North State High School is committed to:

Supporting student participation by establishing and implementing inclusive and positive interactions to engage and support all students in classroom activities.

Managing classroom activities by establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks.

Managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

Maintaining student safety and wellbeing within the school by implementing school and/or system, curriculum and legislative requirements.

Using ICT safely, responsibly and ethically by incorporating strategies in learning and teaching.



Behaviour

The following is the Bundaberg North State High School behaviour matrix, which describes expected student behaviours in all school settings, and during school-related activities outside school.

Where students are not able to meet the behaviour expectations of a particular context, Bundaberg North State High School uses a graduated sequence of behaviour redirection, support and intervention.

BEHAVIOUR MATRIX

RESPECT	RESPONSIBILITY	RESILIENCE	LEARNING
<ul style="list-style-type: none"> Follow staff directions Use language and a voice everyone is comfortable with Use your body in ways that everyone is comfortable with Let other people have space and privacy Keep the school environment clean and tidy Put away devices unless instructed Value yourself through all your interactions, being mindful of the image you create for the school 	<ul style="list-style-type: none"> Wear uniform correctly and with pride Be honest and take responsibility for your words and actions Maintain a safe and non-threatening environment Report accidents or safety concerns to staff immediately Follow school sign in and sign out process Behave in a manner that upholds and promotes the good reputation of the school 	<ul style="list-style-type: none"> 'Have a go' at activities and events at school Resolve conflicts without physical or verbal aggression, using problem-solving strategies Accept consequences and setbacks Say 'NO' to bullying Keep yourself and others safe online 	<ul style="list-style-type: none"> Attend school regularly Be in the right place at the right time Actively listen and engage in the task at hand Manage your own time and responsibilities Be actively involved with the life of the school community
<p>ALL SETTINGS</p>	<p>CLASSROOM</p> <ul style="list-style-type: none"> Enter, exit and move around classrooms with care, and following teacher directions Value the learning environment and help to maintain it Give everyone a voice by raising your hand Leave a learning space the way you found it Bring only water for drinking 	<ul style="list-style-type: none"> Be on time for all classes Be prepared for all classes Store bags in designated spaces, to keep walkways clear 	<ul style="list-style-type: none"> Acknowledge and learn from mistakes Work towards improvement Work through challenges Accept feedback Be open to new ideas Work collaboratively with others
	<p>HALL</p> <ul style="list-style-type: none"> Sit quietly and listen attentively Applaud when appropriate Give other people space when entering and exiting 	<ul style="list-style-type: none"> Give your attention to the speaker Sit in RAS class in alphabetical order 	



BEHAVIOUR MATRIX

	RESPECT	RESPONSIBILITY	RESILIENCE	LEARNING
TUCKSHOP	<ul style="list-style-type: none"> ❖ Pay for all items you select ❖ Use good manners and treat all tuckshop workers with courtesy 	<ul style="list-style-type: none"> ❖ Only enter the tuckshop if you are buying items ❖ Leave your bag in the designated area 	<ul style="list-style-type: none"> ❖ Line up in a sensible manner and politely wait your turn 	<ul style="list-style-type: none"> ❖ Line up in a sensible manner and politely wait your turn
GROUNDS	<ul style="list-style-type: none"> ❖ Sit away from active play areas ❖ Use walkways where possible ❖ Walk when moving around the school ❖ Use toilets as intended 	<ul style="list-style-type: none"> ❖ Only play non-contact sport ❖ Use equipment as intended ❖ Store bikes, skateboards and scooters in the designated area 	<ul style="list-style-type: none"> ❖ Demonstrate fair play and good sportsmanship 	<ul style="list-style-type: none"> ❖ Move to class on time when first bell rings
OUTSIDE OF SCHOOL (including travel to/from school)	<ul style="list-style-type: none"> ❖ Show respect for people and property ❖ Use good manners and appropriate language 	<ul style="list-style-type: none"> ❖ Wait in the bus area ❖ Follow bus code of conduct ❖ Follow traffic laws 		
TECHNOLOGY PRIVACY AND ONLINE	<ul style="list-style-type: none"> ❖ Conduct yourself appropriately online, to reflect positively on you and the school 	<ul style="list-style-type: none"> ❖ Maintain your device and school devices ❖ Ensure mobile phones and wearable devices are 'Away for the day' between 8.45am and 3pm 	<ul style="list-style-type: none"> ❖ Protect your identity and personal information ❖ Control your privacy settings and block if there is conflict 	<ul style="list-style-type: none"> ❖ Use all technology and programs in accordance with school procedures
CONTACTS AND ACTIONS	<p>These expectations are communicated to students via a number of strategies, including:</p> <ul style="list-style-type: none"> ❖ Explicit teaching during curriculum lessons, assemblies and special behaviour sessions ❖ Regular reminders through the what, why and how of behaviour during learning activities ❖ Reinforcement of learning through individual talk and support team case management 			

Consideration of Individual Circumstances

Staff at Bundaberg North 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.

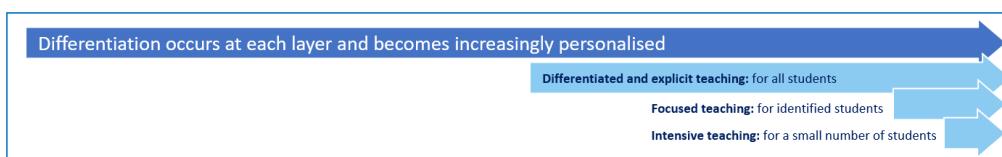
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not 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. The need to consider individual circumstances means that this Student Code of Conduct does not include mandatory consequences for particular behaviours.

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

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

Differentiated and Explicit Teaching (Tier 1)

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



Teachers at Bundaberg North State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of a 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.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to employ positive, supportive behaviour strategies to prompt students towards preferred behaviours.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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.



Specific differentiated behaviour support strategies include:

- Cross classing (Appendix 2)
- Monitoring cards/booklets
- Re-negotiations

Focused Teaching (Tier 2)

Each year a small number of students at Bundaberg North State High School are identified through our data as needing targeted behavioural support, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular context or during a particular stage of personal development, and focused teaching is provided to help them achieve success.

In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put the student's learning and social success at risk if not addressed in a timely manner.

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

In order to best target the responses students may require internal case management, in order for support staff to work collaboratively with class teachers at Bundaberg North State High School to provide a targeted teaching approach.

Student progress is monitored by the case managers to identify those who:

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

Students identified as requiring targeted support will be referred to the relevant Year Level HOD. Students who meet criteria are case-managed including referral to support staff or behaviour support consultants. Their progress and programs are reviewed regularly to ensure students are on track to achieve their behaviour improvement goals.

Alternative programs: A number of alternative programs may be offered to individuals or groups of students who have displayed at-risk behaviours. These programs are developed in response to student needs and include in-school and community-based programs, e.g. Headspace, Rock and Water, Betterman etc.

The wellbeing team: The wellbeing team works with other staff members to develop appropriate behaviour support strategies, monitor the impact of support for individual students through continuous data collection, make adjustments as required for the student, and work with the student services team, and the RAS support teams to achieve continuity and consistency.

Alternate off-campus programs: Case managers of these students work with alternative program providers to develop an appropriate off-campus pathway. Programs focus on students at risk of not completing senior or disengaging from schooling. The programs focus predominantly on personal development and self-regulation, development of Australian Curriculum general capabilities and/or vocational education and training certificates, as well as providing students with work experience opportunities.

Flexispace: to provide on-campus focused and intensive, proactive engagement support for students with identified needs. The Flexispace combines a case-managed, alternative environment program with a continuation of engagement with mainstream schooling. Each student is monitored from commencement in the program against the Australian Curriculum, social and emotional resilience, wellbeing and attendance.



Intensive Teaching (Tier 3)

Bundaberg North 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.

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

Bundaberg North SHS partners with multiple external supports including regional office supports and external agencies in order to provide the support required this is often referred to as complex case management.

North Support Structure (The Year Level Teams)

The year teams work with other staff members to develop appropriate behaviour support strategies, monitor the impact of support for individual students through continuous data collection, make adjustments as required for the student, and work with the student services team to achieve continuity and consistency.

The Guidance Officer for Student Engagement and Wellbeing (GOSEW)

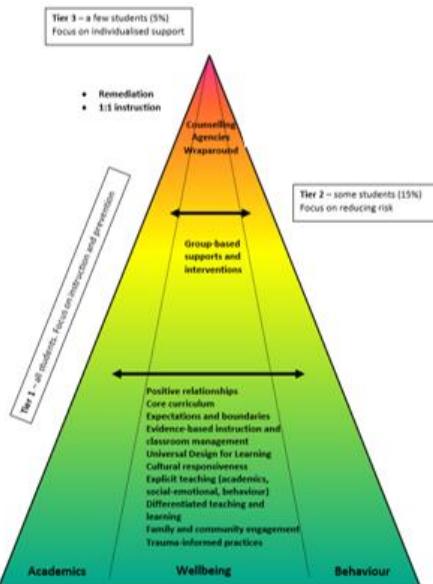
supports students to re-engage with school when there are low levels of attendance. The GOSEW assists in connecting students with support at school and external resources.

Alternative off-campus programs

Case managers of these students work with alternative program providers to develop an appropriate off-campus pathway. Programs focus on students at risk of not completing senior or disengaging from schooling. The programs focus predominantly on personal development and self-regulation, development of Australian Curriculum general capabilities and/or vocational education and training certificates, as well as providing students with work experience opportunities.

Flexispace: to provide on-campus focused and intensive, proactive engagement support for students with identified needs. The Flexispace combines a case-managed, alternative environment program with a continuation of engagement with mainstream schooling. Each student is monitored from commencement in the program against the Australian Curriculum, social and emotional resilience, wellbeing and attendance.





Support	Positive & Differentiated Support (100%)		Focused Behaviour Support (10-15%)	Intensive Behaviour Support Stakeholder Team (2-5%)
	Classroom Teacher	RAS Teacher	YLC, Year Level HOD, Sector HOD	ELT & Stakeholder Team
Responsibility	Teacher is to case manage student behaviour in the classroom by developing proactive and reactive measures to support student. (ESCM)	Teacher is to case manage students to improve attendance, uniform, equipment and diary.	Focused support for students in addition to differentiated behaviour. Cases may lead to relevant wellbeing support.	Team develops individual support plan with appropriate support strategies. Case manager appointed.
Strategies	<ul style="list-style-type: none"> - Develops a class management plan - Applies a range of behaviour management strategies - Establishing rules, expectations and consequences - Implementing school rewards system - Student recognition - Giving instructions - Waiting and scanning - Cuing and parallel acknowledgement - Body Language and encouraging - Descriptive encouraging - Selective attending - Redirecting to learning - Giving a choice - Following through - Detention - Counselling - Parental contact/interview - Cross classing - Information entered on <u>OneSchool</u> including proactive and reactive measure - Distribution of information to staff regarding wellbeing and behaviour 	<ul style="list-style-type: none"> - Attendance monitored daily and discussion had on return to school (query unexplained absences) - Uniform monitored daily and discussion had regarding appropriate uniform requirements - Distribution of information to staff regarding wellbeing and behaviour support strategies including: <ul style="list-style-type: none"> - Social coaching - Support mediation - Monitoring booklets/sheets - Check in with staff member - Take time card - Lunch withdrawals - Consultation with DP and Sector HOD for continual disruption - Discipline support plans - Individual Behaviour Support Plan 	<ul style="list-style-type: none"> - Year Level HOD to monitor behaviour across all subjects and communicating with the teacher - Referral to Sector meeting by Year Level Team - Progress reports undertaken by Year Level HOD and YLC. - Parent contact and meeting - Transition to <u>Flexispace</u> program for year 8 and 9 students entering year 9 and 10. - <u>Development of</u> information to staff regarding wellbeing and behaviour support strategies including: <ul style="list-style-type: none"> - Social coaching - Support mediation - Monitoring booklets - Check in with staff member - Take time card - Lunch withdrawals - Consultation with DP and Sector HOD for continual disruption - Discipline support plans - Individual Behaviour Support Plan 	<ul style="list-style-type: none"> - Gather data and relevant information - Monitor and review student progress - Develop plan for student support - Transition to <u>Flexispace</u> program for year 8 and 9 students entering year 9 and 10. - Evaluation and transition to alternative off-campus programs or work - Individual Student Support Plan - Guidance Officer for Student Engagement and Wellbeing - Senior Guidance officer - Conduct stakeholder meetings - Complex Case Management
Accountability	<ul style="list-style-type: none"> - Accountable for minor unacceptable behaviours - Positive relationships with students 	<ul style="list-style-type: none"> - Accountable for minor attendance, uniform and equipment - Positive relationships with students 	<ul style="list-style-type: none"> - Accountable for actioning referred minor/major unacceptable behaviours which may include suspension 	<ul style="list-style-type: none"> - Accountable for major unacceptable behaviours and resulting in suspension, exclusion and cancellation, appropriate transition
Referral	Referral to RAS HOD for ongoing minor behaviour. Major behaviour is referred to RAS HOD or Deputy Principal	Referral to RAS Coordinator for attendance, equipment, uniform and diary.	Persistent uniform infringements and attendance is referred to RAS HOD. Intensive behaviour is referred to DP	<ul style="list-style-type: none"> - Referral to external support and alternative off-campus programs
Support Staff				

Support staff work across all levels of behaviour support. Support staff action referrals from the wellbeing team and referred to internal or external support agencies. Support staff include Guidance Officers, School based Police Officer, School Nurse, Community Education Counsellor, School Chaplain, HOD of Student Services, Pathways Officer, External agencies



Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)



Delegations

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

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

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

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

Persons who are from time to time the holders of the position of Deputy Principal at this school, are authorised to tell a student on the principal's behalf of their decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of the principal's decision to suspend that student, acts in the principal's name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about the principal's decision, as per section 283(2) of the EGPA.



Disciplinary Consequences

Bundaberg North State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The behaviour module in One School is used to record all minor and major problem behaviours and the response to that behaviour.

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, and may or may not be referred to the appropriate Year Level HOD.
- **Persistent Minor** problem behaviour is referred to the appropriate Year Level HOD, Sector HOD and Sector Deputy Principal.
- **Major** problem behaviour is referred directly to the appropriate Year Level HOD, Sector HOD and Sector Deputy Principal.

Minor behaviours are those that:

- do not meet the school expectations or procedures
- are isolated or infrequent
- do not cause risk of harm to self or others or cause you to suspect that a student may be harmed
- do not significantly disrupt the teaching and learning in a learning environment
- have little or no impact on teacher-student and student-student relationships
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or administration.

Persistent Minor behaviours are those that:

- are minor behaviours that form part of an ongoing pattern of problem behaviour
- do not require involvement of specialist support staff or administration.

Major behaviours are those that:

- are significant breach of school expectations
- cause significant and/or extended disruption to teaching and learning
- have major and long-lasting impacts on teacher-student and student-student relationships
- are repeated or form part of an ongoing pattern of problem behaviour
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school administration

Major behaviours result in an immediate referral to year level support teams because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour and then direct the student to the school office or student room. The staff member then completes a OneSchool behaviour entry and referral as soon as it is possible to do so.

There are no mandated or automatic consequences for particular breaches of the Student Code of Conduct. While responses to major behaviours are more likely to include focused and intensive strategies, the application of consequences is determined by students' individual circumstances, with the aim of teaching students



appropriate ways to meet their needs. School responses to minor and major problem behaviours may include:

Whole-school differentiated and explicit:

- Incentives and goals
- Modelling of appropriate behaviour and language
- Positive feedback to reinforce expected behaviours
- Pre-correction
- Verbal, non-verbal and visual cues
- Rule reminders
- Whole-school practising of routines
- Corrective feedback
- Proximity control
- Selective attending
- Re-direction
- Explicit behavioural instructions
- Individual discussion with student about expected behaviour
- Revised seating plan and relocation of student/s
- Removal to cross-class *see Appendix 2 for details*
- Alternate lunchtime activities
- Loss of privilege
- Restitution
- Catch-up sessions
- Warning regarding future consequence for repeated offence
- Parent contact.

Focused:

- Parent contact
- Referral to junior or senior school behaviour team
- Case management
- Monitoring processes (monitoring booklets)
- Self-reflection booklet
- Targeted skills teaching in small groups
- Detention *see Appendix 1 for details*
- Mediation with staff and/or students
- Restorative processes
- Check-in and check-out strategies
- Discipline improvement plan
- Individual behaviour support plan
- Suspension from school
- Referral to: guidance officer, school-based youth health nurse, chaplain, community education counsellor, youth support coordinator, school-based police officer, and/or other external programs and agencies
- Stakeholder meeting with parents and external agencies

Intensive:

- Individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies, including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (a student who has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)



- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.



School Disciplinary Absences

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

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

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

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

Re-entry following suspension

Students who are suspended from Bundaberg North State High School may be invited to attend a re-entry meeting on or before the day of their scheduled return to school. The aim of the re-entry meeting is for school staff to re-establish expectations, set the student up for future success and implement supportive strategies, 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/or email.

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

Reasonable adjustments

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

School Policies

Temporary removal of student property

Under certain circumstances, the removal of 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, students and visitors.

As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—

- a) to promote the caring, safe and supportive learning environment of the school; or
- b) to maintain and foster mutual respect between staff members and students at the school; or
- c) to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- d) to provide for the effective administration of matters relating to students 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 prohibited at Bundaberg North State High School and will be removed if found in a student's possession:

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items (e.g. box cutters, loose blades, rope)
- drugs** (including tobacco and alcohol)
- aerosol deodorants or cans (including spray paint)
- flammable gases, solids or liquids, explosives and incendiaries (e.g. lighters, fireworks, party poppers)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist material, pornography, extremist propaganda, material that glorifies violence).

Note 1: No knives or exposed blades of any type are allowed at school, including tools such as chisels, craft knives, butter knives, or blades removed from pencil sharpeners. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

Note 2: 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), and all medication must be provided in an original container with administration directions attached.

Roles and Responsibilities

State school staff at Bundaberg North State High School:

- do not require consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- will seize a student's property or bag where there is suspicion that student property is illegal to possess, likely to threaten the safety or wellbeing of



students or staff, or has been used to commit a crime, prior to seeking parent or student consent to search the property, or retaining the property and arranging handover to police;

- will search a student's property without consent in emergency circumstances (e.g. to access an EpiPen for an anaphylactic emergency);
- will seek parent or student consent to examine or deal with seized property, such as accessing material stored on mobile phones;
- will contact police if it is determined that a search of the person of a student is necessary;
- will determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

Students and parents of students at Bundaberg North State High School:

- Ensure they/their children do not bring property onto school grounds or other settings used by the school that:
 - is prohibited according to the Bundaberg North State High School's Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- Collect their/their child's property as soon as they have been notified the property is available for collection, or give consent for the property to be destroyed or disposed of by the school.



Use of digital 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.. However, the benefits delivered by these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Bundaberg North State High School has determined that explicit teaching of responsible use of digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Bring-your-own device responsibilities

Students are responsible for:

- Ensuring they have a working device (laptop or tablet) that meets the Bring Your Own Device minimum specifications
- Bringing their BYO device to all classes
- Using their BYO device 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
- Being courteous, considerate and respectful of others when using BYO devices
- Follow teacher directions regarding when and where BYO devices should be used
- Use borrowed school devices consistently with the above expectations

Mobile phones and electronic devices

Mobile phones and other electronic devices, other than the BYO device must be switched off and 'away for the day' during school hours. Students will be able to use their phone outside of school hours to support safe travel, and to make contact with parents, friends and part-time employers.

Students can make urgent phone calls from the school office and the office will locate students and deliver messages from parents should the need arise. Staff will follow appropriate school processes and make contact with parents and carers if a student comes unwell or experiences an issue during the day.

If students choose to bring mobile phones and other devices to school they do so at their own risk. The school will not accept responsibility for loss or damage to phones or other devices.

At Bundaberg North State High School, students will be expected to store their personal devices in their bag where it cannot be used during school hours. (Pouches are available for student use upon request. The pouch will be kept with the student during the day). If a student chooses not to meet this requirement, either the phone being stored in a bag or pouch, they will be required to leave the phone in the office. The phone will be returned to the student after school. On the third occasion that a student does not comply with this policy, the phone or device will be kept in the office and parents contacted to discuss the collection/return of the phone. Repeated non-



compliance will be dealt with through the Bundaberg North State High School Student Code of Conduct.

It is unacceptable for students at Bundaberg North State High 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
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- photograph, film or otherwise record staff, students or visitors without the express permission of the principal
- 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.

Preventing and responding to bullying

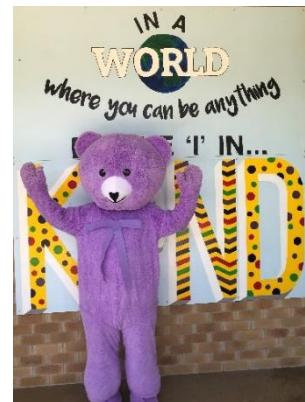
The national definition of bullying for Australian schools is:

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

Behaviours that do not constitute bullying include:

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

Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying.



Bundaberg North State High School has a Better Buddies Anti-bullying Program, which promotes positive student relationships and educates students on the most effective strategies to counter bullying. Student leaders provide an authentic student voice in the program, and help their fellow students connect with the program's anti-bullying message.

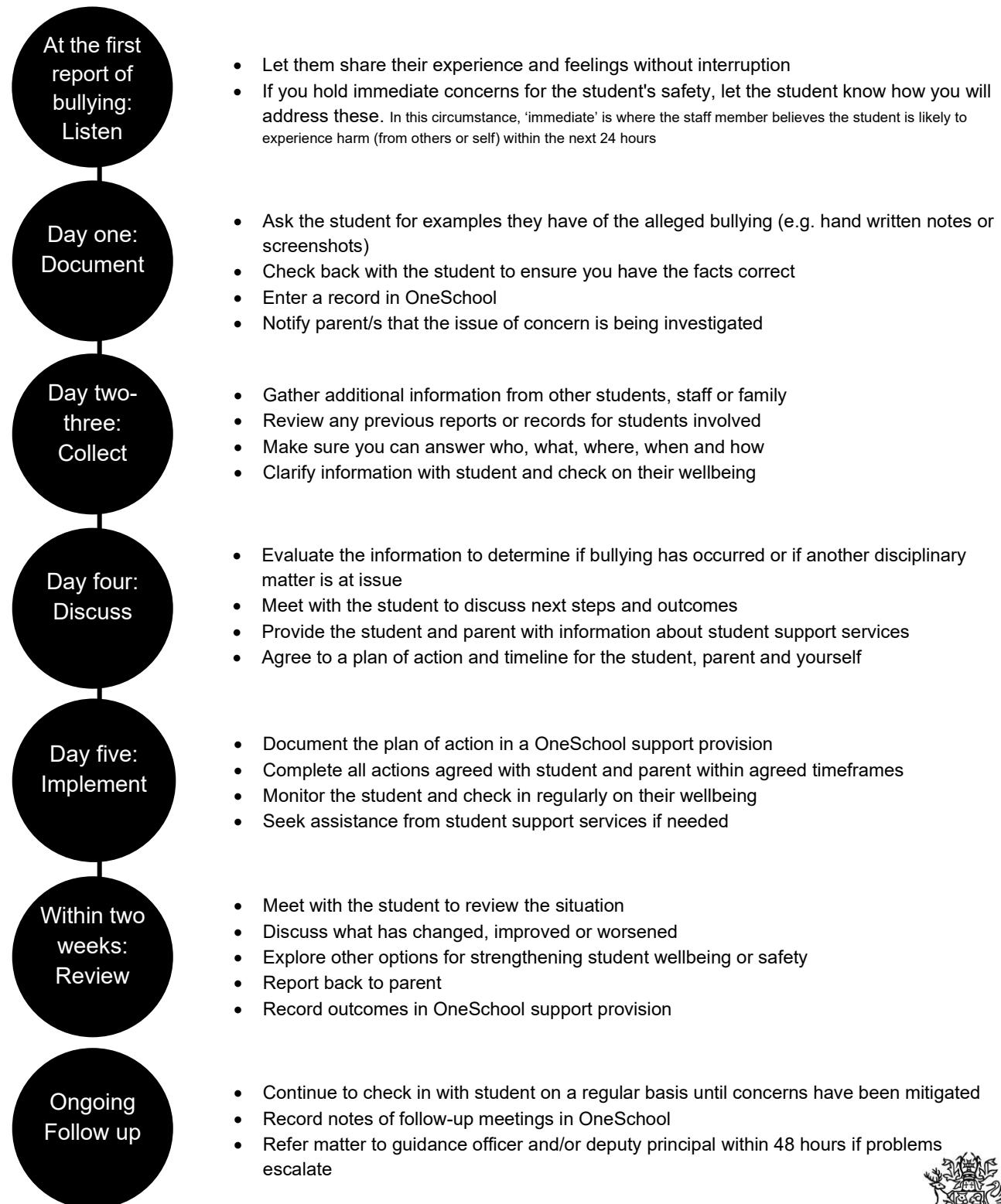


Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Classroom teacher/RAS teacher
Year Level Coordinator
Year Level Head of Department



Cyberbullying

Cyberbullying is treated at Bundaberg North State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 seek to contact the relevant year-level coordinator.

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Help

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

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

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSR team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents and students contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

If parents or students have raised an issue with the school or know that another person has, they are asked to refrain from discussing those details on social media, particularly the names of anyone involved.

All contributors should keep comments calm and polite, as with telephone or email communication. If parents encounter negative or derogatory content online which involves the school, hinders a child's learning, and/or affects the school community at large, they are asked to contact the school principal.

Possible civil or criminal ramifications of online commentary

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



Privacy

If parents upload photos of their children, or students upload photos of themselves, they should not upload images where other students are identifiable in the background. Some parents are not willing to share their child's image on social media. Parents should consider that other parents may not want their child's name attached to images online.

Problem content

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

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



Restrictive Practices

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

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

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

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

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

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

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

Examples of physical restraint that might be "reasonable" in the circumstances would be:

- a) using manual guidance to prevent a student running onto a busy road
- b) holding a student to prevent them physically attacking someone, or
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

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.

This procedure does not prohibit the provision of emergency first aid or care as detailed on a student's healthcare plan.



Critical Incidents

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 attempt to punish or discipline the student; it is a crisis management period only.

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

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

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



Related Procedures and Guidelines

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

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



Resources

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



Appendix 1 - Detentions

A detention is a consequence that may be used to address inappropriate student behaviour. Detentions can be applied during the time a student falls under the school's duty of care, but will usually occur during morning tea and lunch recess. Detentions may be issued by the principal or other member of the school leadership team, or a classroom or otherwise supervising teacher. Detentions can be applied for the duration of an entire recess, in which case the student is afforded an opportunity to access food, water, and bathrooms, to ensure their personal needs are met. There are two types of detention applied:

Classroom detentions to address problem behaviours in the learning environment, including disruption and refusal to engage with teaching and learning. These detentions will be issued by classroom teachers and heads of department.

Withdrawals from classrooms, playgrounds, and waiting areas are detentions which address problem behaviours in other school environments, persistent problem behaviours across multiple contexts, or where students are unable to complete classroom detentions for any reason. These detentions will be issued by Year Level Coordinators, teachers performing playground duties, Year Level Heads of Department and school leaders.



Appendix 2 – Cross-classing

What is cross-classing?

Cross-classing is a strategy designed to:

- Minimise interference with the learning experiences of a class
- Temporarily remove a student who is choosing not to meet the classroom expectations (students cannot be cross classed for more than one lesson/part lesson at a time).
- Allow staff and students “time out” to reflect on classroom behaviours which may be having a negative impact on the classroom

The cross classing process should be seen as a strategy to work towards the restoration of a productive working relationship between the teacher and student, where the student is supported to make more appropriate behaviour choices during the lesson or chosen classroom environment.

When should cross-classing be used?

Cross-classing should be used in the following situations:

- When all essential skills and alternate behaviour management strategies have been utilised by the teacher
- When a student is repeatedly interfering with or disrupting the learning of other students with their behaviour choices
- When students are interfering with or disrupting the “teaching” practices of the teacher
- When a student has utilised their ‘warnings’ or ‘chances’ process within their individual classroom environment expectations
- When a student’s actions or use of specialist equipment result in a significant safety breach

When should cross-classing NOT be used?

Cross-classing should not be used in the following situations:

- Not complying with the uniform expectations linked with WHS
- Not completing an ‘assessment task’ by the due date
- Not complying with the electronic equipment policy
- Not completing class work

Why is Cross-classing an option?

Cross-classing is an option for teachers and students:

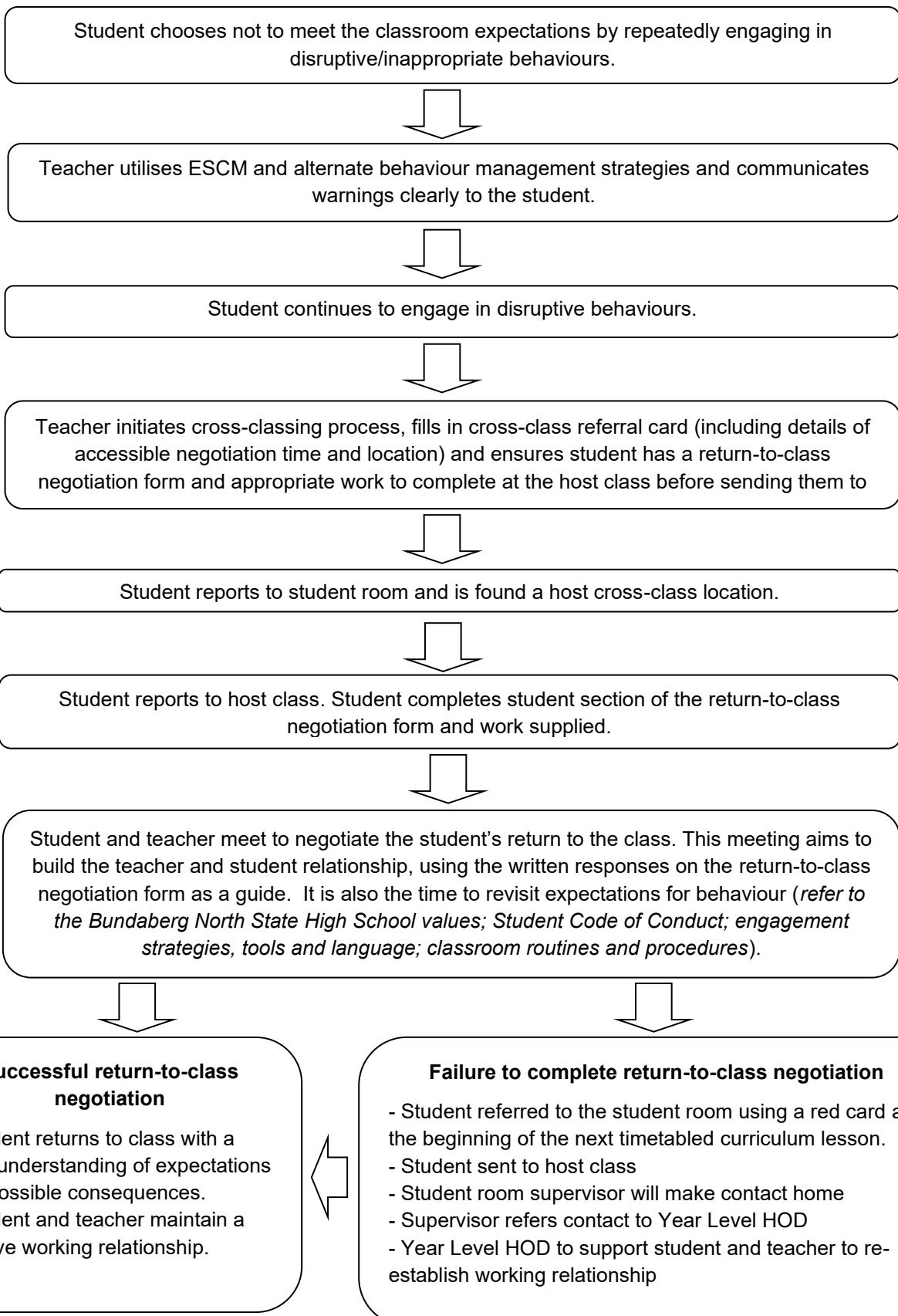
- To ensure the learning environment for ‘on task’ students is positive and free from disruption
- To allow students to ‘own’ their behaviour choices and be accountable for those behaviour choices
- To enable a student to reflect on their behaviour choices
- To defuse/de-escalate a given situation
- To allow the teacher to cater for the varied needs in the classroom without the continued disruptive behaviours being present
- To ensure that all students have the right to a safe learning environment
- To ensure that poor student behaviour can be dealt with in a calm and controlled manner at a later date when both parties have had time to reflect on the incident/s.

The underlying principle of cross-classing is to support students to meet school expectations while maintaining positive relationships with their teachers. The overall goal of the process is to restore the relationship between student and teacher and return the student to class as soon as possible.



Cross-Classing Procedure

Teachers establish clear routines and procedures aligned with Bundaberg North State High School's Pedagogical Framework and Student Code of Conduct. Teachers consistently communicate and enforce these expectations using Essential Skills for Classroom Management (ESCM) and the Learning Zone Toolkit.



What happens after a cross-classing?

After a student has been cross-classed, necessary follow up must occur:

BY the TEACHER

- Recording the incident and referring it to the Year Level HOD
- Contact the parent/guardian of the student
NOTE: A phone conversation is the preferred method of contact. If a parent is uncontactable via phone, staff will leave a voicemail or send an email requesting contact to discuss the student's behaviour in class.
- Participate in the return-to-class negotiation meeting with the student. This meeting aims to build the teacher and student relationship.
- The teacher may assign a detention relating to behaviours prior to the class-classing or to complete curriculum work missed.

BY the STUDENT

- Make their way to the student room with the paperwork and work assigned by their teacher.
- Make their way to cross-class assigned by the student room.
- Complete the *return-to-class negotiation form* and any curriculum work given to them by their teacher.
- Attend the return-to-class negotiation meeting at the time and place indicated on the cross-class referral form. If you are absent from the negotiated time you must see your teacher when you return to school.
- Take the completed return-to-class negotiation form to the meeting
- Participate in the return-to-class negotiation meeting

On completion of the meeting, both the teacher and the student are ready to commence the next lesson with agreed/renewed expectations and relationships

Failure to complete the return-to-class negotiation meeting

If a student fails to complete a return-to-class negotiation meeting, the teacher will refer the student, with class work, to the student room using a red card (failure to complete return-to-class negotiation form) at the beginning of their next curriculum lesson.

Teachers record this referral on OneSchool as an incident and refer it to the Year Level HOD.

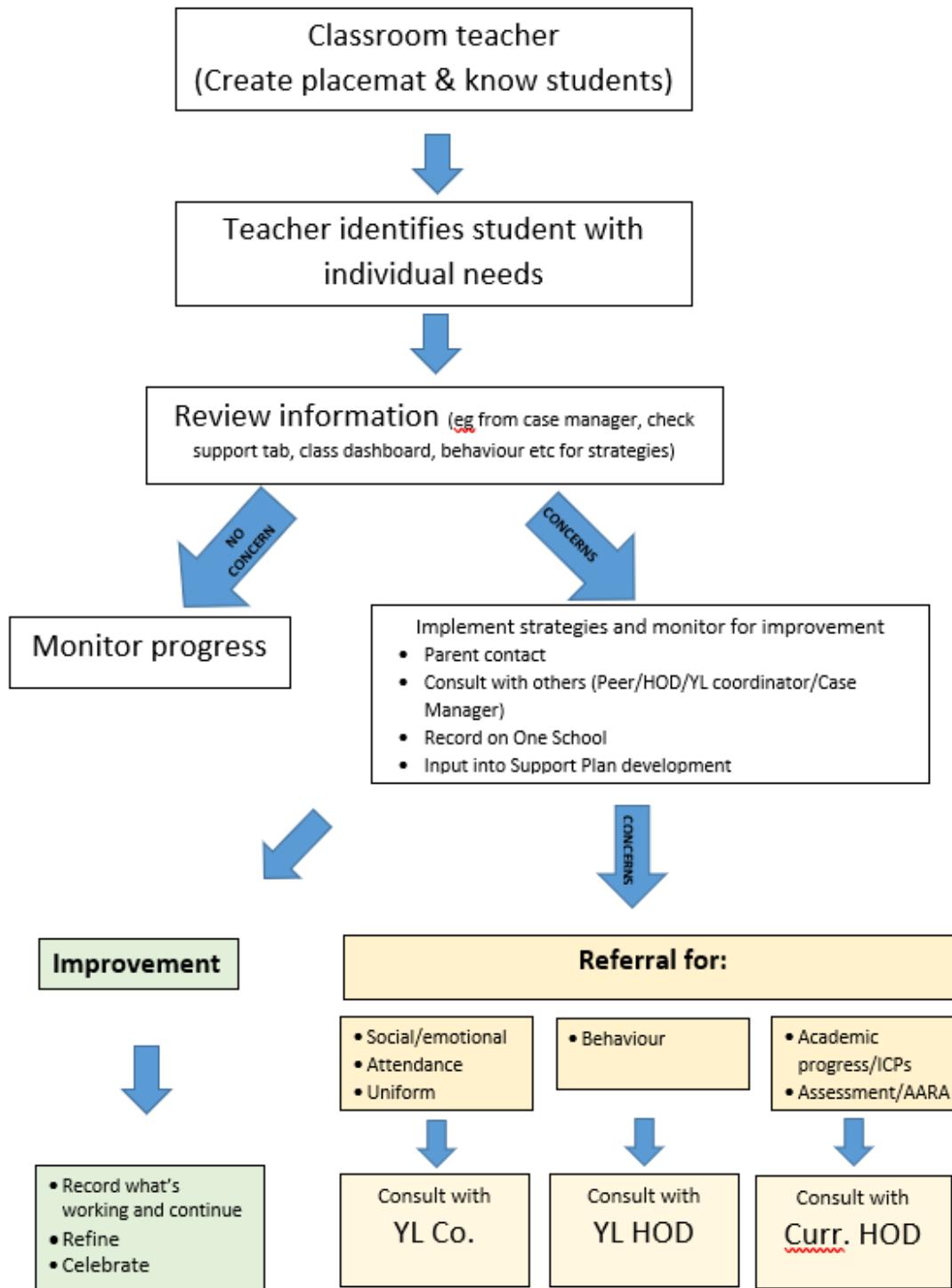
The teacher will contact home to discuss incident.

The Year Level HOD will consult with the teacher and student to identify whether additional curriculum related support is necessary, behaviour consequence needs to be applied, or whether the student's circumstances are best referred to the Student Services team.

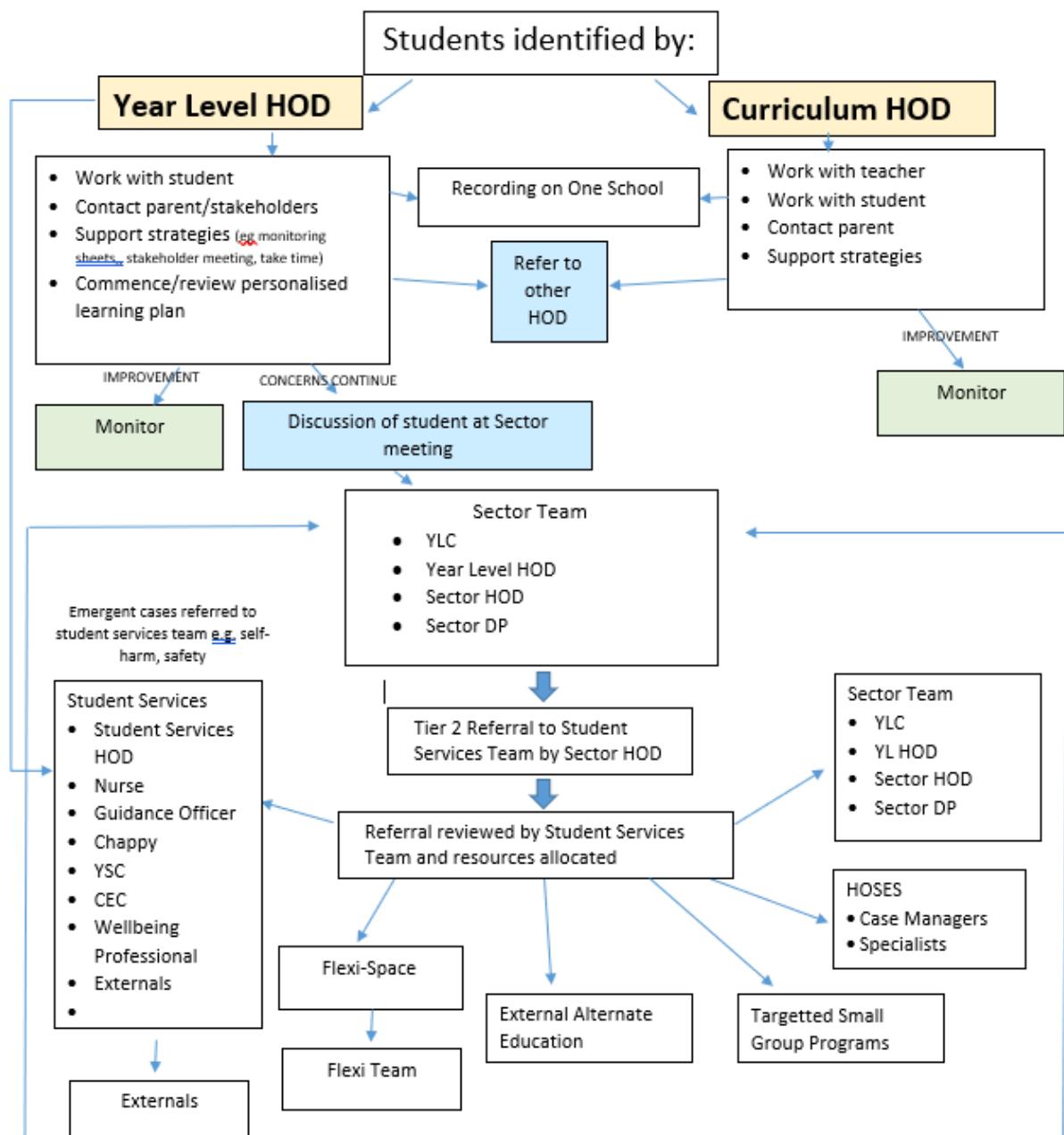


Whole School Student Support

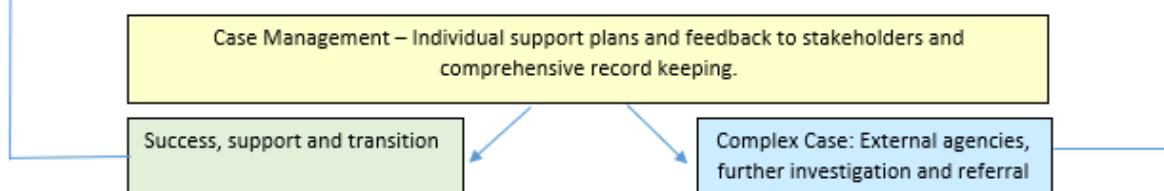
Tier 1 Differentiated



Tier 2 - Focussed

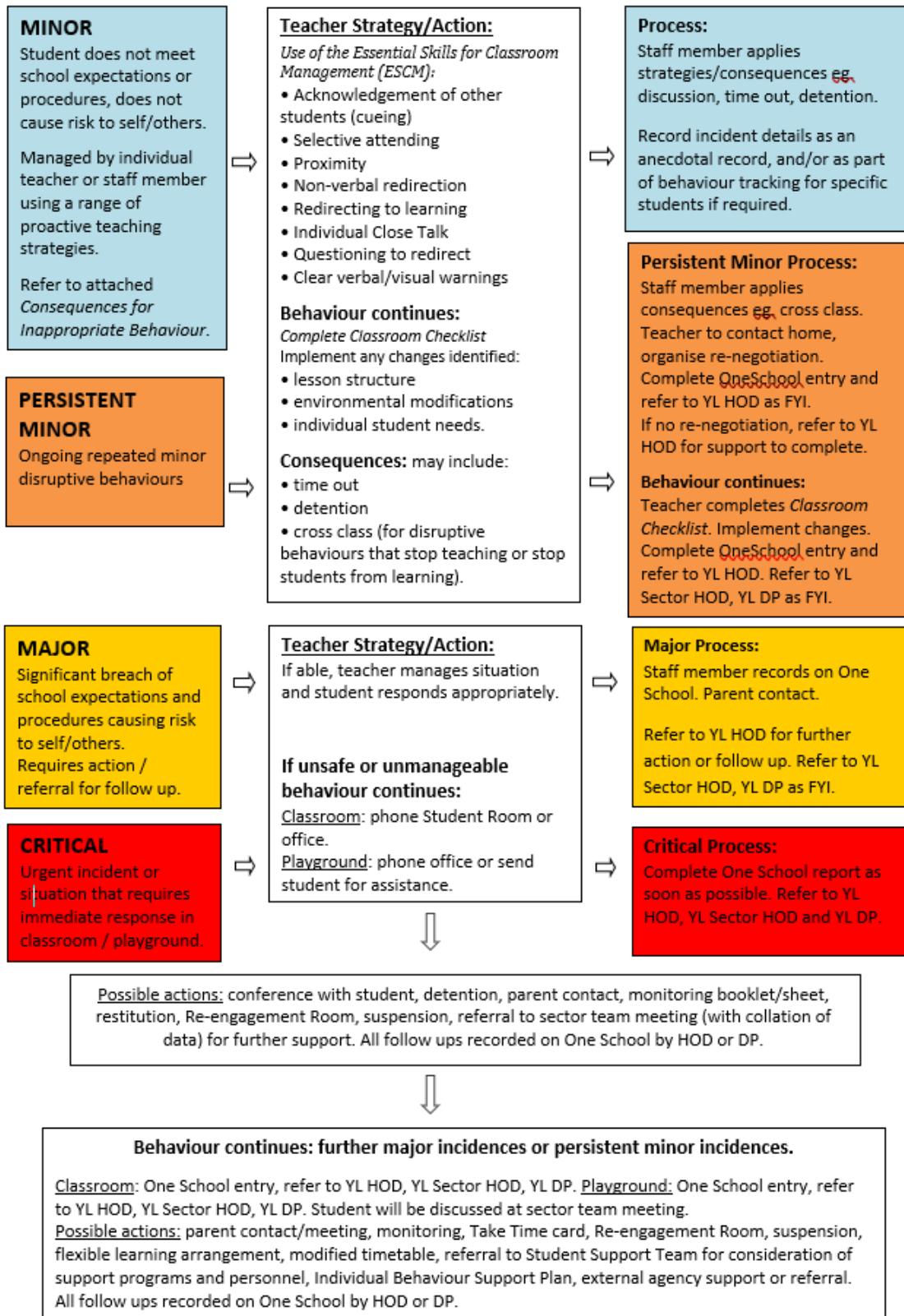


Tier 3 - Intensive Support



Appendix 4 – Student Management

Bundaberg North SHS Student Management



Consequences for Inappropriate Behaviour - Minor / Major

Minor behaviours	Major behaviours
<ul style="list-style-type: none"> ➢ student does not follow school expectations or procedures, ➢ does not cause risk to self or others, ➢ staff (playground), teacher (classroom) managed 	<ul style="list-style-type: none"> ➢ significant breach of school expectations or procedures, ➢ put others or self at risk of harm, ➢ referral for follow up

When responding to inappropriate behaviour consequences should:

- take into account the individual's characteristics, social and emotional status, circumstances,
- address behaviour being displayed,
- be timely,
- be meaningful to the student rather than the person/s applying the consequence.

Year Level Coordinators (YLC) will support students in matters related to attendance, uniform and wellbeing.

Year Level Heads of Department (YL HOD) will support students who are referred for persistent minor or major behaviours. **Sector Year Level Heads of Department** support students who require ongoing support to meet school expectations and procedures. **Year Level Deputy Principals (DP)** support Heads of Department to manage student behaviour and urgent or critical incidences.

Behaviour	Strategies / Consequences
MINOR	Late to class
	Lack of necessary materials
	Incomplete homework
	Chewing gum or eating in class
	Talking
	Making noises
	Interrupting teacher or student when speaking
	Not completing set tasks
	Out of seat
	Minor damage of property (breaking pencils, scratching desk, tearing book)
	Failure to follow instructions
	Playing in toilets
	In areas classified 'out of bounds'
	Not wearing correct uniform
	Non submission of assessment
	Inappropriate use of electronic devices, social media
	Inappropriate comments to staff or students
	Use or possession of legal drugs (age considerations)
MAJOR	Swearing at students
	Swearing at staff
	Truancy (out of class without permission)
	Truancy (leaving school grounds without permission)
	Use or possession of tobacco or distributing legal / illegal drugs, including vaping
	Stealing
	Fighting or aggressive physical contact
	Physical harassment, intimidating behaviour towards others, in person or social media
	Sexual harassment
	Vandalism of school property
	Vandalism of others' property
	Cheating, plagiarism
	Making false claims or allegations against staff or students
	Re-establish routines
	Refer to YLC (uniform, attendance, wellbeing)
	Selective attending
	Descriptive encouraging
	Pause in talk
	Waiting and scanning
	Verbal and visual prompts / reminders
	Verbal redirection
	Refer to class expectations
	Individual close talk
	Giving choices
	Time out in class or break time
	Contact parent
	Cross class
	Modify learning environment
	Refer to YL HOD
	Detention
	Monitoring sheet or booklet
	Take Time card
	Re-engagement Room
	Suspension
	Refer to Sector YL HOD, DP
	Student discussed at sector meeting
	Coaching / Mentoring
	Referral to Student Support Team
	Flexible learning arrangement
	Modified timetable
	External referrals / support
	Complex Case Management
	Exclusion



Appendix 5 – Instrument of Authorisation



Department of Education

BUNDABERG NORTH STATE HIGH SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 1 of the *Education General Provisions Act 2006* ('EGPA')

I, Robyn Kent, Principal of Bundaberg North State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

R. L. Kent

Robyn Kent
Bundaberg North State High School
QUEENSLAND DEPARTMENT OF EDUCATION

DATE





Department of Education

BUNDABERG NORTH STATE HIGH SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education General Provisions Act 2006* ('EGPA')

I, Robyn Kent, Principal of Bundaberg North State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal or Head of Special Education Services to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

R. L. Kent

Robyn Kent

Bundaberg North State High School

QUEENSLAND DEPARTMENT OF EDUCATION

DATE

