



Burnett State College



Student Code of Conduct

2021-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Theo Bellas
Principal Signature:	
Date:	18.11.2020
P/C President and-or School Council Chair Name:	Amy Ezzy
P/C President and-or School Council Chair Signature:	
Date:	18.11.2020

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Principal's Foreword

Burnett State College has a long and proud tradition of providing high quality education to students from across the North Burnett region of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Burnett State College community has the core values of being: Respectful, Responsible, Safe and an Active Learner. This means making positive behaviour choices to be:

Respectful: be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment.

Responsible: responsible behaviour is made up of five essential elements—honesty, compassion, fairness, accountability and courage to act responsibly.

Be Safe: to act in ways that ensure the safety and well-being of all persons and property.

Active Learner: we encourage everyone in the Burnett State College to be active learners for life.

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.

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Burnett State College Student Code of Conduct to completion. 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.

Purpose

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

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

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

P&C Statement of Support

As president of the Burnett State College P&C Committee, I am proud to support the new Student Code of Conduct. The consultation process led by the Principal has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final document. The awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Burnett State College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating, however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Burnett State College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 34 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Burnett State College 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 Burnett State College 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.

Amy Ezzy P+C President.

School Captains' Statement

On behalf of the student body at Burnett State College, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Burnett State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Junior Secondary Captains: Bridie Worland 2020 and Jack Formica 2021

Senior School Captains: Claire Thompson and Ryan Gibbs 2020 and Emma Breilkopf and Harrison Kemp 2021

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Burnett State College we believe discipline is not about punishment. The actions that follow a disruption to learning by a student's poor behaviour choice, should never be punitive. Instead, consequences should be designed to re-direct a student to meet our school and classroom expectations. Discipline should always aim to result in positive relationships, an improved work ethic and productive behaviours. In short, discipline should be constructive. This is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations

clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Responsible, Safe and an Active Learner.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Burnett State College.

Respectful

- Older students model behaviour for younger grades.
- Wear the BSC uniform correctly and with pride.
- Use positive and polite language.
- Accept and appreciate the differences when interacting with others.

Responsible

- Be prepared for learning.
- Engage with the learning process at every opportunity.
- Ensure all actions impact in a positive manner on the school community.
- Be responsible for the safety of yourself, others and surroundings.

Safe

- Hands off others and their belongings.
- Follow instructions the first time.
- Use equipment / resources for intended purposes.
- Participate in the use of approved online sites and educational activities.

An Active Learner

- Have all necessary equipment and materials for class.
- Reflect on your learning practices and feedback.
- Participate in group activities.
- Manage your time effectively.

Recognising Positive Behaviour Choices

All staff at Burnett State College seek to consistently recognise positive individual and group behaviours. They specifically acknowledge students who are meeting the school expectations, applying themselves to the best of their ability and interacting in a positive manner with their peers and staff.

While there are many ways in which staff do this e.g. a smile and nod, discrete verbal statements or contact home, the college has introduced the TARS (Teacher Acknowledgement Rewards System) system. It is a school-wide method of recognition for the over-whelming majority of students who come to school in full uniform, attend regularly, are prepared to learn and, day in – day out and make positive behaviour choices.

Burnett State College recognises positive behaviour through the use of TARS cards. TARS cards contain 25 squares which require either a stamp or signature from staff at BSC, once 25 stamps are collected, the student can “redeem” their card on the following basis: each completed card (25 squares completed) students are eligible for a small reward/prize. Once four (4) TARS Cards are completed (100 squares completed) students are eligible for the once per term larger prize/reward.

TARS points are accumulated all year, they are not lost once redeemed for a smaller prize.

Explanation:

- TARS stands for Teacher Acknowledgement Rewards System.
- Developed in 2019 from student feedback as a “loyalty card” type system.
- The term ‘teacher’ applies to ALL staff at BSC.
- Reward stamps can be earned both in and out of the classroom.

Purpose:

- To acknowledge positive patterns of behaviour.
- To encourage all students to make positive behaviour choices and so meet school expectations.
- To develop students who are self-regulating and thus a valued member of the BSC community.

How do I earn acknowledgement:

1. Actions in class that show an individual meets school expectations on a regular, frequent and consistent basis. Their actions add to the productivity and beneficial dynamics of the class as a whole. This can include displaying consistently positive/productive efforts in relation to interpersonal interactions, class work, home work and/or assignments.
2. Changes in student behaviour of a positive nature, especially if it is adding to the individual’s progress and focus; it may also be reflected in an improvement in the productivity and dynamics of the class as a whole.
3. By displaying attitude and actions out of class (grounds, excursions, events etc.) that are positive, raise the tone of the school and/or improve the public profile of the individual, group or whole school.

Consideration of Individual Circumstances

Staff at Burnett State College take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when

teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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.

Every staff member is obliged to respect and protect the privacy of individual students. While we acknowledge the interest that other staff, parents and students may have in knowing what actions have been taken regarding a particular student, staff will not disclose or discuss this information with anyone but the student and their 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.

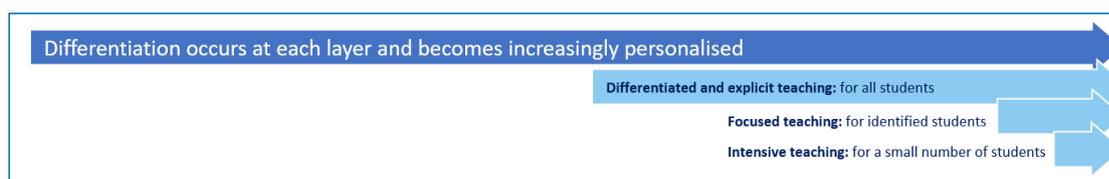
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number

of students. Each layer provides progressively more personalised supports for students.

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



Burnett State College Positive Behaviour for Learning



SCHOOLWIDE EXPECTATIONS TEACHING MATRIX					
Context	Be Safe	Be Responsible	Be Respectful	Be an Active Learner	
All Settings	<ul style="list-style-type: none"> Gain permission to leave or be in any settings 	<ul style="list-style-type: none"> Right time, right place 	<ul style="list-style-type: none"> Wear the BSC uniform correctly and with pride 	<ul style="list-style-type: none"> Manage your time effectively 	
	<ul style="list-style-type: none"> Hands off others and their belongings 	<ul style="list-style-type: none"> Be prepared for learning (eg. all equipment) 	<ul style="list-style-type: none"> Use positive and polite language 	<ul style="list-style-type: none"> Be willing, enthusiastic and cooperative 	
	<ul style="list-style-type: none"> Report unsafe situations 	<ul style="list-style-type: none"> Considerate of other's (staff and peer) circumstances 	<ul style="list-style-type: none"> Listen and engage with Teachers and other students 	<ul style="list-style-type: none"> Be focused – learning is your core business 	
	<ul style="list-style-type: none"> Follow instructions the first time 	<ul style="list-style-type: none"> Appropriate care shown towards personal and school property 	<ul style="list-style-type: none"> Be a role model to others 	<ul style="list-style-type: none"> Give your best effort – be aware of your strengths and challenges 	
			<ul style="list-style-type: none"> Appropriate language used in all settings at all times 	<ul style="list-style-type: none"> Accept and appreciate the differences when interacting with others 	<ul style="list-style-type: none"> Come prepared mentally and physically
Classroom Settings	<ul style="list-style-type: none"> Use equipment / resources for intended purposes 	<ul style="list-style-type: none"> Arrive promptly to class prepared to learn 	<ul style="list-style-type: none"> Respect the right of others to Learn 	<ul style="list-style-type: none"> Use active listening skills. 	
	<ul style="list-style-type: none"> Enter and exit room in a orderly manner 	<ul style="list-style-type: none"> Move around the classroom with care and consideration 	<ul style="list-style-type: none"> Support and encourage other students 	<ul style="list-style-type: none"> Be actively engaged 	
	<ul style="list-style-type: none"> Follow specific safety instructions 	<ul style="list-style-type: none"> Maintain focus so as lesson objectives are met 	<ul style="list-style-type: none"> Listen actively and allow all to speak when appropriate 	<ul style="list-style-type: none"> Focus 	
			<ul style="list-style-type: none"> Appropriate and timely verbalisation used during lessons to improve lesson outcomes 		<ul style="list-style-type: none"> Engage in the productive struggle
			<ul style="list-style-type: none"> Engaging with the learning process at every opportunity 		<ul style="list-style-type: none"> Be cooperative

Context	Be Safe	Be Responsible	Be Respectful	Be an Active Learner
Non-Classroom Area - moving to class	<ul style="list-style-type: none"> Walk quietly and calmly 	<ul style="list-style-type: none"> Move in a timely and efficient manner around the campus 	<ul style="list-style-type: none"> Walk quietly and in an orderly manner so that others are not disturbed 	<ul style="list-style-type: none"> Have all necessary equipment/materials for class. This may include: writing instruments, notebook and/or charged laptop and diary.
	<ul style="list-style-type: none"> Ignore provocation 	<ul style="list-style-type: none"> Being aware of your environment and surrounding at all times 	<ul style="list-style-type: none"> Be considerate of other people's belongings 	<ul style="list-style-type: none"> Avoid distractions and move directly to class.
	<ul style="list-style-type: none"> Report bullying behaviour 	<ul style="list-style-type: none"> Aid students in need who are lost 	<ul style="list-style-type: none"> Be aware of the grounds, especially gardens, by walking on paths where available 	<ul style="list-style-type: none"> Arrive on time
		<ul style="list-style-type: none"> Ensure all actions impact in a positive manner on the school community 	<ul style="list-style-type: none"> Line up outside your classroom in a quiet and orderly manner 	<ul style="list-style-type: none"> Be mentally prepared for class by mentally reviewing past lesson content.
		<ul style="list-style-type: none"> Report any safety issues or wellness issues 	<ul style="list-style-type: none"> Ensure that you have finished eating and drinking before you arrive at the class 	
Non-Classroom Area - grounds	<ul style="list-style-type: none"> Stay away from potential health and safety hazards and ensure you report them 	<ul style="list-style-type: none"> Place all rubbish in bins provided 	<ul style="list-style-type: none"> Care for our environment by disposing of rubbish appropriately 	<ul style="list-style-type: none"> Plan your leisure activities ahead of time
	<ul style="list-style-type: none"> Carefully play with sport equipment 	<ul style="list-style-type: none"> Return equipment to appropriate location within a suitable timeframe 	<ul style="list-style-type: none"> Care for other people's equipment when it is borrowed 	<ul style="list-style-type: none"> Participate in group activities
	<ul style="list-style-type: none"> Keep to approved activities 	<ul style="list-style-type: none"> Report accidents and incidents to staff member on duty 	<ul style="list-style-type: none"> Use only appropriate language at all times 	<ul style="list-style-type: none"> Follow teacher directions
	<ul style="list-style-type: none"> Report bullying behaviour 	<ul style="list-style-type: none"> Take responsibility for actions 	<ul style="list-style-type: none"> Play fair – take turns, encourage others to join, and follow rules 	<ul style="list-style-type: none"> Learn new games and skills
		<ul style="list-style-type: none"> Be responsible for the safety of yourself, others and surroundings 	<ul style="list-style-type: none"> Respect school property, buildings and grounds 	<ul style="list-style-type: none"> Encourage others to participate

Context	Be Safe	Be Responsible	Be Respectful	Be an Active Learner
Online	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games 	<ul style="list-style-type: none"> Report any unacceptable behaviour to staff at earliest convenience 	<ul style="list-style-type: none"> Be polite in emails and online communications. 	<ul style="list-style-type: none"> Stay on task
	<ul style="list-style-type: none"> Keep any usernames or passwords private 	<ul style="list-style-type: none"> Be conscious of your digital footprint 	<ul style="list-style-type: none"> Avoid sending or engaging with negative posts of self or other. 	<ul style="list-style-type: none"> Use the internet to extract valid, accurate and reliable information
	<ul style="list-style-type: none"> Follow all staff instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Be responsible for your behaviour online - Think before you post! 	<ul style="list-style-type: none"> Avoid accessing or using inappropriate or illegal content (sexual, violent imagery, etc.). 	<ul style="list-style-type: none"> Communicate using accepted protocols in an online environment
	<ul style="list-style-type: none"> Report any unsafe or inappropriate content on social media platforms 	<ul style="list-style-type: none"> Be effective, thoughtful and ethical 		
		<ul style="list-style-type: none"> Abide by school network agreement 		
Miscellaneous	<ul style="list-style-type: none"> Think before you speak or act 	<ul style="list-style-type: none"> Wait your turn at the Tuckshop 	<ul style="list-style-type: none"> Eat your own food 	<ul style="list-style-type: none"> Set achievable goals
	<ul style="list-style-type: none"> Follow the bus driver's instructions 	<ul style="list-style-type: none"> Examine your choices. Choose the best option. 	<ul style="list-style-type: none"> Stand up for what you know is right 	<ul style="list-style-type: none"> Reflect on your learning practices and feedback
	<ul style="list-style-type: none"> Speak up for safety 	<ul style="list-style-type: none"> Allow for personal space when lining up 	<ul style="list-style-type: none"> Keep your hands to yourself. 	<ul style="list-style-type: none"> Look for different ways to improve
	<ul style="list-style-type: none"> Avoid beating boredom with danger 		<ul style="list-style-type: none"> Use positive self-talk 	<ul style="list-style-type: none"> Bounce back when you're knocked down, reflect on your response to challenges
			<ul style="list-style-type: none"> Use your own credit at the Tuckshop 	<ul style="list-style-type: none"> Accept difference

Focussed Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Burnett State College to provide focused teaching. Focussed teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Burnett State College has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student through the Complex Case process led by the BSC Welfare Team made up of the Principal, Deputy Principal and Guidance Counsellor. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be monitored by the relevant Head of Department, Junior or Secondary, who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Burnett State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Disciplinary consequences apply to students while in school uniform, travelling to and from school and while on any school related activity e.g. school camps, sporting events, excursions or outside of school where the behaviour brings the college into disrepute or adversely affects any member of the community.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations. Even with focussed teaching, in-class corrective feedback, sanctions and rule reminders they continue to display low-level problem behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to follow the college's process for managing these behaviours. Refer flowchart on page 20.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. **On occasion, the behaviour of a student may be so serious, such as: refusing direction, verbal misconduct, bullying, racism, sexism, threatening or causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Refer table on page 21 of possible consequences.** Usually this course of action is only taken when the behaviour is either repeated, or so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. The staff at Burnett State College begin by providing students with engaging class activities and clear, whole school behaviour expectations. The staff at Burnett State College use the 10 Essential Skills for Classroom Management.

The **10 Essential Skills for Classroom Management** are:

Essential Skill Description

1. Establishing expectations: Making rules
2. Giving instructions: Telling students what to do
3. Waiting and scanning: Stopping to assess what is happening
4. Cueing with parallel acknowledgment: Praising a particular student to prompt others
5. Body language: Encouraging, smiling, nodding, gesturing and moving near
6. Descriptive: Encouraging, praise, describing behaviour
7. Selective attending: Not obviously reacting to some bad behaviour
8. Redirecting to the learning: Prompting on-task behaviour
9. Giving a choice: Describing the student's options and likely consequences of their behaviour
10. Following through: Doing what you said you would

Additional teacher actions may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour
- Revised seating plan and relocation of student/s
- Classwide incentives other than the school-wide TARS reward process.
- Reminders of incentives or class goals
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom to a Buddy Room)
- Detention
- Parent contact to inform

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small groups
- Detention
- Behaviour contract
- Counselling and guidance support
- Behaviour monitoring record card
- Teacher coaching and debriefing
- Referral to Student Welfare team for a team based problem solving approach
- Stakeholder meeting with parents and external agencies
- Functional Behaviour Assessment

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school. **(Burnett State College follows the First Alert process when managing post-compulsory students refusing to participate in the educational program. Refer to the First Alert policy).**

Consequences for unacceptable behaviour

Burnett State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor. The PBL staff has developed major and minor behaviour example descriptors (refer to supporting documents). The following is the agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to administration if deemed appropriate by the staff member.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete or partial removal from an activity or event for a specified period of time, individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Minor Negative Behaviours

These behaviours may result in: Parent contact, alternate lunchtime activities, loss of privilege, loss of break times, warning regarding future consequence for repeated offence, community service, after school detention. In cases where the teacher deems the learning of others to be negatively affected, the teacher will make use of a Buddy Room procedure.

Buddy room procedure:

If a teacher has followed the general classroom procedures, the teacher may deem a Buddy Room Referral to be the appropriate behaviour management response.

- This is a learning opportunity for the referred student and for the de-escalation of the possible confrontational situation.
- Student is sent with a completed orange Buddy Referral Form (BRF)
- Work is supplied by the referring teacher for the student to complete
- It is the student's responsibility to meet the referring teacher at the next available break to conduct a "Work it out meeting"
- Referring teacher to record incident and parental contact on OneSchool, on the day of the referral.
- Disruption of the learning in the "buddy room" by a referred student constitutes a **Major Negative Behaviour Incident**. This will result in a referral to administration with the red "Major Behaviour Form (MBF)."

Repeated minor behaviours are regarded as major behaviour choices.

- After 3 minor incidents in one subject, or after 3 minor incidents recorded across a number of different subjects recorded within 10 weeks in OneSchool, will be regarded as having a significant negative impact on the learning environment. This will be considered a **major negative behaviour**.

Major Negative Behaviours are those that:

- seriously or repeatedly affects the learning environment and/ or puts others / self at risk of harm; and
- may result in referral to the Head of Department or School Administration.

When a **major** incident occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the "Major Behaviour Form" (MBF) and escorts the student, to the school Administration.

Students, whose significant negative behaviour is identified by classroom teachers, teacher aides and/ or Year Level Co-ordinators, will refer the student to the relevant Head of Department who will take the following actions:

1. Monitor students referred via the Year Co-ordinators as requiring Intensive Support.
2. Meet the student.
3. Make contact with parent or carer to inform.
4. Refer to support team as deemed necessary.
5. Advise the administration using the Oneschool Record of Contact.

Incidents on the grounds

Incidents may arise on the school grounds that require the intervention of the teacher. If it is a minor incident, the teacher should try to resolve the incident, but where the student escalates the incident, the Administration is to be involved. Playground duty carries the same reporting obligations for staff as the classroom. This must include OneSchool recording with parental contact, by close of school day. Consequences will be applied for students involved, appropriate to the behaviour.

A teacher may be called upon by the Administration at a later date to discuss the incident. The teacher should receive advice of the Administration's action and if not, they should seek the information.

BURNETT STATE COLLEGE BEHAVIOUR APPROACH

We are responsible for our own behaviours.

As teachers we **teach expected behaviours** and **reinforce common expectations**.

As students we are **respectful** and **responsible**

Explicit instruction. Engaging lessons.

Clear classroom expectations.

Positive Behaviour

Persistent minor low level behaviours
 Teacher employs a variety of strategies
 10 Essential skills
 Seating plan.
 Warning to buddy class. Call home.

Resolved

BUDDY ROOM (orange slip)
 School-wide practice. Work to be sent with student.
 Remainder of lesson.
 Class teacher enters incident on One School. Referral to Yr Co-ordinator and HOD Senior/ Junior.
 Class teacher contacts home and records contact on OneSchool by close of day.
 Class teacher meets with students for "Work it out meeting" at next available break.
 Referral at Welfare Committee, if appropriate.

Resolved

4th Buddy Referral
 After 4th buddy referral in 10 weeks Yr Co notifies HOD Jnr/ Snr
 HOD: support may include student interview, parental contact, referral to Support Team, or warning of potential disciplinary absence. Informs staff of student behaviour status.

P/DP Case Management
 Mandatory Parent contact with HOD & Admin
 Possible Consequences:
 Discipline Improvement or Behaviour Monitoring Plan
 Behaviour Improvement Condition, Disciplinary Absence

NOTES
 Major Violations e.g. refuse directions, violence, swearing.
 Class withdrawal, HOD/DP/P referral only.
 Teachers use professional judgement in managing students.

MAJOR BEHAVIOUR VIOLATION (red slip)
 Teachers refer to Admin

PLAYGROUND MISBEHAVIOUR

PGD TEACHER ADDRESSES BEHAVIOUR

PGD TEACHER Refers to Admin if appropriate

The following table outlines examples of major problem behaviours and potential disciplinary outcomes:

Behaviour	Serious 1 st Offence	Very serious or 2 nd Offence	Extremely serious or 3 rd Offence
Aggressive Behaviours			
Abusive Language/Gestures Extreme Disrespect Physical, verbal, cyber: bullying behaviours	SDA up to 5 days. (SDA: School Disciplinary Absence).	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Fighting, Assault	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Bullying & Harassment including via electronic devices cyber-bullying. Inappropriate use of social media	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Sexual Harassment. (Refer Harassment Statement)	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Inciting others to behave inappropriately	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Physical intimidation or assault of a member of staff	SDA up to 5 days.	SDA 10 to 20 days.	Exclusion recommended.
Property			
Vandalism (inc graffiti, arson and damage to school property)	SDA up to 5 days and restitution.	SDA 6 to 10 days and restitution.	SDA 11 to 20 days and restitution Exclusion may be recommended.
Stealing, possession or dealing in stolen items	SDA up to 5 days and restitution.	SDA 6 to 10 days and restitution.	SDA 11 to 20 days and restitution. Exclusion may be recommended.
Disturbance to school and/or Disruption to learning			
Persistent disruption to learning or the disruption to learning in a Buddy Room	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Interference with Teachers exercising authority	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Persistent Interference with the Learning of Others	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Use of Mobile Phones and Electronic devices and accessories not used for learning. A student bringing these items to school accepts responsibility for loss, theft or damage. These devices and accessories are prohibited from use during all school time, including class situations, lunch breaks and assemblies. These devices are to be left in the school office each morning and retrieved after school.	Mobile phone or other equipment confiscated and student to collect from office. 3 days SDA is the most likely consequence for use of a mobile phone or similar device on the school grounds.	Further incidents will be dealt with as Disobedience.	
Breach of the Burnett State College - Device, Network and Internet Access Agreement. (See also consequences for Aggressive and/or Immoral Behaviour) Academic Dishonesty refer also to Academic Policy	Withdrawal of user rights for determined period and/or SDA up to 5 days.	Withdrawal of user rights for determined period and/or SDA up to 10 days.	Withdrawal of user rights for determined period. May include banning from school network and/or SDA 6 to 20 days. Exclusion may be recommended.
Truancy	In school detention. After school detention. Behaviour/ attendance card. SDA up to 5 days	Agency intervention. Behaviour attendance card. Continued failure to follow school procedures SDA up to 5 days. (Disobedience/ Breach of monitoring plan).	Persistent failure to follow school procedures SDA 6 to 20 days. (Disobedience/ Breach of monitoring plan). Senior students: Cancellation of enrolment.
Disobedience – inc. Refusing to follow teacher direction affecting learning of others, and/or good order of the classroom/school and/or affecting safety of self or others	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Refusal to participate in program of instruction	Intervention inc. detentions or withdrawal to complete and	Intervention inc. detentions or withdrawal to complete and submit work. SDA up to 10 days.	SDA 11 to 20 days. Cancellation of enrolment may be recommended.

	submit work. SDA up to 5 days.		
* Regulated, Prohibited or Illegal substances			
Possession, sale, trading, use of illegal substances or in company of others committing these acts (e.g. drugs, drug implements) or banned items including prescription drugs.			SDA 11 to 20 days. Exclusion may be recommended.
Use, sale, supply or trading in alcohol / tobacco or banned items e.g. nicotine vapour products or utensils.	SDA up to 5 days.	SDA up to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Accompanying or acting as a "spotter" for smokers	SDA up to 5 days.	SDA up to 5 days.	SDA 6 to 10 days.
Under the influence of drugs or alcohol at school, while coming to/from school or at school functions	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Using alcohol on school premises or at school functions	SDA up to 5 days.	SDA 6 to 10 days.	SDA 11 to 20 days. Exclusion may be recommended.
Immoral Behaviour			
Indecent exposure	SDA up to 5 days.	SDA 6 to 10 days.	SDA 6 to 20 days. Exclusion may be recommended.
Possession or publication of pornographic material or accessing pornography via school computers	SDA up to 5 days.	SDA 6 to 10 days. Police liaison.	SDA 10 to 20 days. Exclusion may be recommended.
Indecent behaviour, abuse with sexual inference, sexually explicit behaviour	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended. Police liaison.

Causing/risking harm or disturbance to self or others			
Unsafe Behaviour (eg throwing objects, manufacturing objects, climbing on structures, water bombs, entering storm drains etc)	SDA up to 5 days. WH&S.	SDA up to 5 days. WH&S.	SDA 6 to 20 days. WH&S.
Unsafe/ unacceptable behaviour travelling to or from school in school uniform, including on school sanctioned excursions or events, public transport or private vehicles. Behaviour outside of school that affects the good order, mangament or reputation of the school	In school detention. Loss of privilege to drive motor vehicle to/ from school. After school detention. SDA up to 5 days Parent contact.	Loss of privilege to drive motor vehicle to/ from school. SDA up to 10 days. Parent contact.	Loss of privilege to drive motor vehicle to/ from school. Persistent failure to follow school procedures SDA 10 to 20 days. Parent contact.
Unsafe or injurious behaviour towards others (e.g. throwing objects endangering others or property with potential for harm)	SDA up to 5 days.	SDA up to 10 days.	SDA 10 to 20 days.
Unsafe or injurious behaviour (e.g. throwing objects endangering others or property causing actual harm or injury)	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Possession of items for use as a weapon		SDA 6 to 10 days. Confiscation of weapon Police liaison.	SDA 10 to 20 days. Exclusion recommended. Police liaison.
Possession of Dangerous Weapons (e.g. knives, slingshots)		SDA 6 to 10 days. Confiscation of weapon Police liaison.	SDA 10 to 20 days. Exclusion recommended. Police liaison.
Behaviour	Serious 1st Offence	Very serious or 2nd Offence	Extremely serious or 3rd Offence
Malicious acts towards <u>students</u> or <u>staff</u> that are considered by community or legal standards to be offensive or defamatory. This includes, but is not limited to; attempts either directly or indirectly to defame, denigrate by words or actions or intimidate (incl. Cyber-bullying) by: <ul style="list-style-type: none"> • use of electronic and/ or social media such as mobile phones, to transmit video or sound recordings, • posting of offensive material to internet sites whether for limited or general access by others • making accusations about teachers, that when fully investigated prove to be false 	SDA up to 10 days.	SDA 10-20 days.	Exclusion recommended.
Acts of, or publication of material, that brings the school into disrepute in the wider community and/or potentially or actually brings discredit to the school or public schools generally. This includes publication of or participating in acts of public nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Burnett State College and where a connection to the school can be determined. Examples are, but not limited to where students have <ul style="list-style-type: none"> • participated in such acts • inciting others to act in a manner that discredits the school in the wider community • recorded sound or video of such behaviour on any device and /or posted sound or video footage of such behaviour to any website or media for the purpose of public broadcast 		SDA 10-20 days.	Exclusion recommended.
Dress Code			
Jewellery (including facial and body piercing). Refer Dress Code.	Confiscation of items and held by Administration with items returned to parent/carer. Provision of a band aid type covering where appropriate.	Confiscation of items and held by Administration with items returned to parent/carer. Withdrawal of student to Open Roads A and provision of an alternative learning program.	SDA up to 5 days Confiscation of items and return to parent/carer.

<p>Makeup and hair colour drawing undue attention. Presentation of hair should be subtle and in keeping with community standards. (Neat and conservative). Hair should NOT be dyed in unnatural colours.</p>	<p>Removal of excess makeup, nail polish or unnatural hair colouring.</p>	<p>Parent conference re WH&S.</p>	<p>Parent conference re WH&S.</p>
<p>Uniform non-compliance without reasonable parent excuse.</p> <p>Non-compliance of work place health and safety issues; eg footwear/piercings Failure to follow procedure for uniform non-compliance.</p>	<p>Temporary provision of uniform. Parent contacted to provide appropriate items.</p> <p>Each breach to be recorded. Removal of piercing/confiscation. Alternative Arrangement. Withdrawal to WH&S compliant setting.</p>	<p>Temporary provision of uniform. Parent contacted to provide appropriate items. Parent conference. Withdrawal of student to Open Roads A and provision of an alternative learning program.</p> <p>Each breach to be recorded. Removal of piercing/confiscation. Alternative Arrangement. Withdrawal to WH&S compliant setting.</p>	<p>Each breach to be recorded. Removal of piercing/confiscation Alternative Arrangement. Withdrawal to WH&S compliant setting.</p>

Ensuring consistent responses to problem behaviour

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

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

All decisions related to behaviour consequences are at the discretion of the school principal.

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.

The application and duration of an SDA is at the discretion of the Principal.

There are four types of SDA:

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Supporting school or Education Queensland policies and procedures:

- Harassment statement.
- First Alert process.
- Internet and Electronic Equipment Use policies.
- Refusal to enrol – Risk to safety or wellbeing.
- PBL Major and Minor Behaviour descriptor examples.

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Burnett State College:

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

Parents of students at Burnett State College

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Burnett State College Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Burnett State College

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Burnett State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk

- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, the Burnett State College grounds and all school activities are mobile free zones. Student mobile phones are to be left in the office on arriving at school and collected after school. The most likely consequence for any student found in possession of or using a mobile phone during school hours in the school grounds or any school activity such as camps, excursions and sporting activities is a three day suspension (School Disciplinary Absence).

Circumstances may arise where a teacher requires students to use a mobile phone device for a specific learning activity. In such circumstances the teacher will arrange for students to have access to their mobiles phones for the duration of that lesson only and this will be negotiated with the relevant Head of Department.

It is **unacceptable** for students at Burnett State College to:

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities

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

Preventing and responding to bullying



Burnett State College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school

community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Burnett State College has a **Student Leadership Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Burnett State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Bullying of another person is unacceptable behaviour and a person found to be responsible for this behaviour will be subject to disciplinary action. Refer to the table on page 21 of problem behaviours and potential disciplinary outcomes.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Burnett State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Burnett State College - Bullying response for teachers and students.

Following is a suggested list of the actions Burnett State College staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Home Group teacher or Year Level Coordinator

Head of Department- if bullying is occurring in class time in a particular subject.

The key messages for all persons subject to bullying behaviour are:

1. Do not ignore repeated unwanted behaviour.
2. Tell the person to stop the unwanted behaviour.
3. Warn the person that you will inform an adult if the person continues with the unwanted behaviour.
4. Act: speak to a trusted adult.

Person subject to bullying:

- Provide a safe, quiet space to talk.
- Reassure the student that you will listen to them .
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots).
- Enter the record in OneSchool.
- Notify parent/s that the issue of concern is being investigated.
- Gather additional information from other students, staff or family.
- Review any previous reports or records for students involved.
- Make sure you can answer who, what, where, when and how.
- Clarify information with student and check on their wellbeing.
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue.
- Provide the student and parent with information about student support network.
- Continue to check in with student on regular basis until concerns have been mitigated.
- Seek assistance from student support network if needed.

Person found to be bullying:

- Ask the student to explain or give reasons for their bullying behaviour.
- Gather additional information from other students, staff or family.
- Enter the record in OneSchool.
- Notify parent/s that the behaviour is being investigated.
- Review any previous reports or records for students involved.
- Make sure you can answer who, what, where, when and how.
- Exercise appropriate consequence for the behavior.

- Provide the student with a plan of education, action and strategies to ensure the bullying behaviour is not repeated.

A mediation will be conducted between the person accused of bullying and the person subject to the bullying to establish clear expectations of behaviour and strategies to avoid further conflict.

Cyberbullying

Cyberbullying is treated at Burnett State College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular Home Group class teacher.

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

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

Burnett State College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

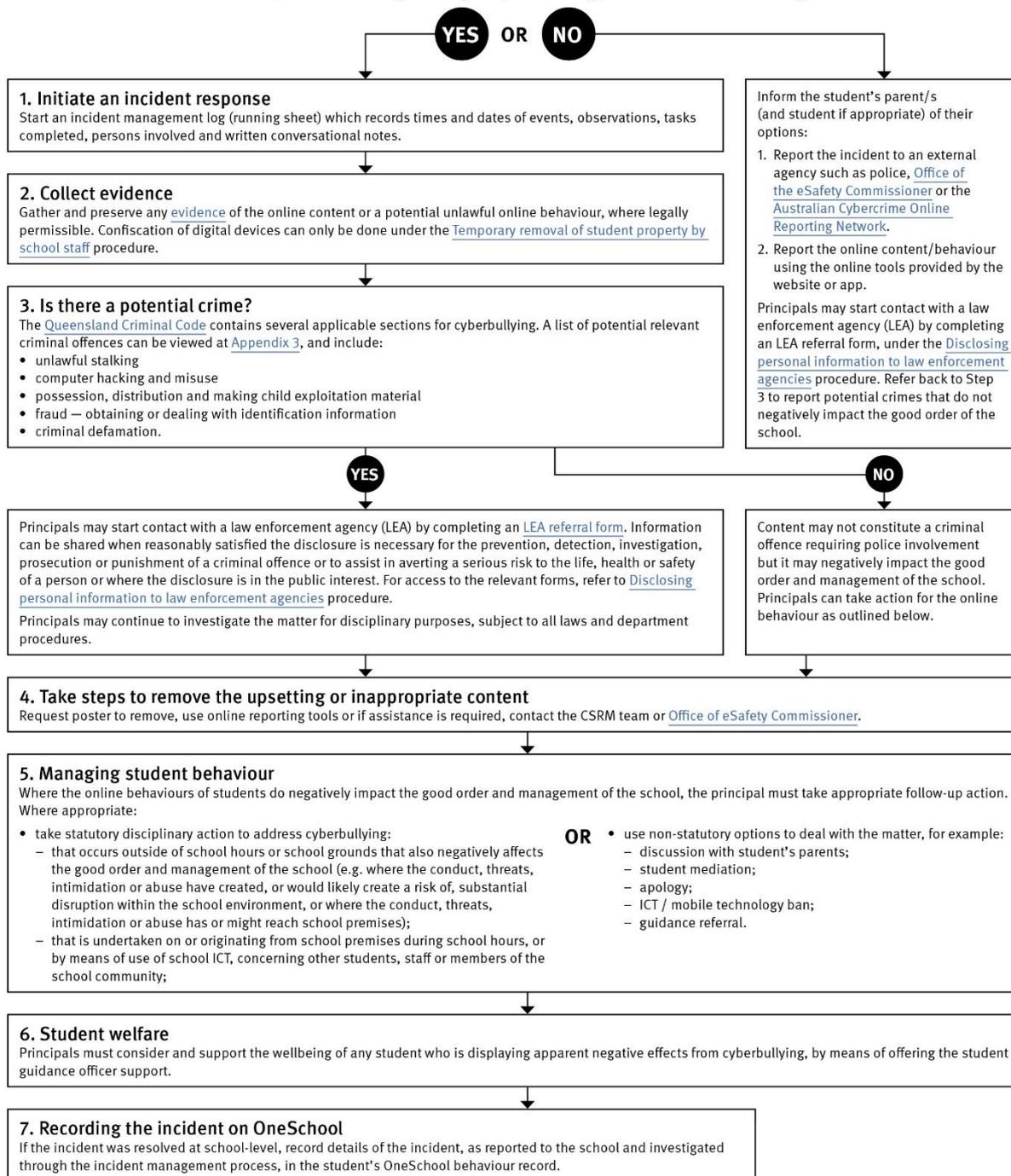
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Burnett State College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Welfare Team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Burnett State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Burnett State College – Anti-Bullying Compact

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

Burnett State College – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Complaints Resolution Process

The Department of Education is committed to responding to customer complaints in an accountable, transparent, timely and fair manner. Complaints are managed in accordance with the [Customer complaints management framework,policy](#) and [procedure](#).

A customer complaint involves an expression of dissatisfaction about the service or action of the department, or its staff, when the customer is directly affected by the service or action.

For customer complaints about school matters, parents are encouraged to use the following three step approach:

1. **Early resolution:** raise concerns at the point where the problem or issue arose by making an appointment at the school to discuss the complaint with their child's teacher or the principal.
2. **Internal review:** if, after taking the early resolution step, parents are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the regional office to conduct a review within 28 days of receiving the complaint outcome.
3. **External review:** if parents are dissatisfied after the internal review, they may wish to contact a review authority, such as the Queensland Ombudsman or the Queensland Civil Administrative Tribunal, and request an independent, external review.

Legislative Delegations

Legislation

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

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

Delegations

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

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](#)