Queensland Government

Burnett State College

Student Code of Conduct 2023-2025

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Endorsement	
Principal Name:	Simon Graham
Principal Signature:	
Date:	20 May 2025
P/C President Name:	Lisa Baker
P/C President Signature:	
Date:	20 May 2025

Purpose

Burnett State College is committed to providing an equitable, safe, respectful and orderly 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 staff enjoy a safe workplace.

Whole School Approach to Discipline

Burnett State College uses a 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.

This evidence-based framework is used to:

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

At Burnett State College, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as teaching opportunities.

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 expectations in place for students, being Respectful, Responsible, Safe and an Active Learner.

Students

Below are examples of what these 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 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 overwhelming majority of students who come to school in full uniform, attend regularly, are prepared to learn and day in, day out 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 Acknowledgment Rewards 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, homework 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.

Positive Behaviour Matrix

Be an Active Learner	Positive Behaviour Matrix		
	What does this look like in the classroom?	What does this look like in the playground?	What does this look like online?
Be Respectful			
Be Responsible			
Be Safe			

Consideration of Individual Circumstances

Staff at Burnett State College consider 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 or equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

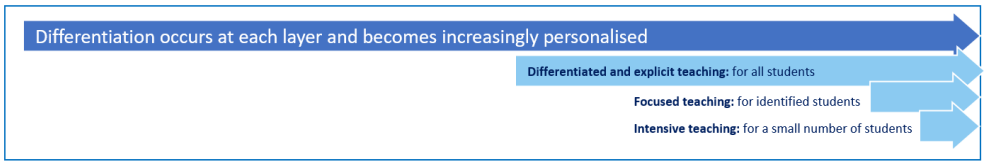
Teaching Expected Behaviours

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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, 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 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.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Burnett State College to provide focused teaching. Focused teaching is aligned to the School's 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 focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Head of Support Services, Nicole Gibbs.

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 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 and collaborative case management may be provided to support the student. This approach – which includes parents and caregivers - will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a case manager at the school that 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.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders, continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

A discipline improvement plan is initiated by the Principal or Deputy Principal with the support of staff in partnership with the parents and the student. Parents may also approach the school to request the process be initiated if they are concerned about their child's behaviour. Discipline improvement plans outline clear expectations of the student's behaviour for a fixed period (for example, regular attendance, following the school's behaviour rules, or attending a social skills program).

Minor Misbehaviour Matrix				
	Behaviour	Behaviour Support Strategies		Actions
Disruption	Minor disruptive behaviour in class including: • Talking • Calling out • Attention seeking • Interruptions • Moving around the room	• Establish behaviour expectations • Referring to expectations • Cueing with parallel acknowledgement • Selective attending • Non-verbal redirection • Proximity • Individual close talk • Pause in talk	• Redirection given • Give a choice • Move student in room • Rule reminder • Verbal redirection to learning • Peripheral vision while working • Indicate post lesson discussion • Questioning to redirect behaviour	• Warning • Detention/Make up time • After class discussion • Parental contact* • Litter duty • Seating plan change
Defiance	Non-compliant with routine: • Ignoring classroom routines • Refusal to start, continue or complete set tasks • Insufficient or incorrect equipment for class • Possession of prohibited items • Inappropriate and/or unacceptable use of equipment	• Model the way • Repeating instruction using '…, thank you.' • Give a choice • Time out • Cueing with parallel acknowledgment • Rephrase instructions • Proximity	• Individual close talk • Description of reality • Body language – encouraging • Verbal redirection to learning • Descriptive encouraging	• Warning • Detention/Make up time • Parental contact*
	Eating or drinking (except water) in class	• Rule reminder • Verbal or non-verbal redirection given	• Humour to manage behaviour	• Warning with options • Work it off Detention*
	Chewing gum	• Rule reminder • Non-verbal redirection	• Verbal instruction	• Lunch detention cleaning up • Parental contact*
	Name calling or teasing (Manage per Safe School Policy)	• Call student's name • Post-lesson discussion • Individual close talk	• Proximity • Verbal and non-verbal redirection	• Mediation • Restorative practice* • Apology Confiscation* • Parental contact*
	Lateness to class	• Teacher uses words of encouragement • Teacher gives private instructions as to the tasks on hand	• Teacher greets the student and student comes inside, sits down • Student enters the room without any	• Detention/Make up time • Parental contact

			comment and participates	• Request Attendance monitoring sheet (HOD to Action)*
	Truancy or unexplained absence from class	• Following through • Emailing the student to follow up missed work	• Positive/words of encouragement to student when seeing the student elsewhere 'We missed you today in class, where were you?'	• Follow up • Parental contact • Detention
	Inappropriate language-incidental, non-directive, conversational	• Redirection given • Referring to expectations • 'Rephrase' – give alternatives to express the same	• Description of reality • Post lesson discussion	• Restorative practice* • Reprimand/warning • Litter duty • Natural consequence • Parental contact* • Apology • Mediation
	Littering	• Rule reminder • Model the way	• Verbal redirection • Giving a choice • Verbal prompt and repeat	• Litter duty •
	Interfering with the property of others	• Rule reminder • Verbal and non-verbal re-direction to learning	• Proximity • Individual close talk	• Mediation • Restorative practice
Technology Violation	Use of laptop for purposes other than study e.g. gaming	• Rule reminder • Verbal and non-verbal redirection to learning	• Proximity • Individual Close talk	• Internet Restrictions • Parental contact

	Minor Misbehaviour Matrix			
	Behaviour	Behaviour Support Strategies		Actions
Technology Violation		•	•	•

Major Misbehaviours - Matrix Behaviour referred to and managed by relevant staff			
	Level 1 - Major Head of Department / HOSES	Level 2 - Serious Senior School - DP Junior School – Principal	Level 3 – Very Serious Principal/Delegate
Disruption	• Disobedience that can no longer be managed in the classroom • Unsafe behaviour • Unacceptable behaviour off campus - Level 1	• Persistent or escalating Level 1 misbehaviour where interventions and consequences have been unsuccessful • Intentional unsafe behaviour • Unacceptable behaviour off campus	• Persistent or escalating Level 2 misbehaviour • Behaviour outside the school which has an adverse effect on the reputation, good order and management of the school • Charge or convicted of an offence or serious offence as outlined in s.282 of the EGPA
Defiance and Misbehaviour	• Persistent failure to comply with instructions or signage • Refusal to follow reasonable directions and school rules • Repeated use of mobile phone as per Electronic Device Policy	• Gross insolence • Smoking /Vaping • Under the influence of a prohibited substance (not illegal) • Refusal to cooperate with an investigation or dishonesty	• Dangerous behaviour including unsafe handling of a motor vehicle on school grounds • Possession of weapons at school including syringes, knives or anything that could be considered a weapon • Possession or use of illegal drugs
Misbehaviour involving others	• Bullying/harassment including cyber-bullying (Manage as Per Safe School Policy) • Anti-social behaviour including pushing, verbal challenges, argumentative behaviour • Verbal misconduct directed and intentional • Swearing, name-calling and/or negative comments directed towards another student in a demeaning, provoking or threatening manner	• Continued bullying/harassment including cyber-bullying (Manage as Per Safe School Policy) • Sexual harassment or unacceptable moral behaviour • Fighting/Physical misconduct/ aggression • Inciting physical assault • Making threats • Bystander behaviour • Intimidation	• Continued & persistent bullying/harassment including cyberbullying (Manage as Per Safe School Policy) • Sexual misconduct • Use of a weapon • Violent assault • Malicious accusations against staff • Supply or dealing in drugs – legal or illegal • Abuse of staff including abusive language, gestures

Truancy and Absenteeism	• Repeated truancy or unexplained absences from class • Leaving the school grounds without permission	• Chronic absenteeism including - persistent unexplained absences, lateness to school, school refusal & truancy	• Failure to attend – school aged children
IT Misconduct	• Repeated inappropriate use of technology – e.g. gaming • Storage of non-educational files/software on school network • Prohibited use of a personal mobile device	• Inappropriate use of electronic media to abuse staff, students or members of the public • Inappropriate use of electronic media to bully or harass others • Deliberate avoidance of EQ filtering • Store or share offensive material • Repeated prohibited use of a personal mobile device	• Inappropriate use of electronic media including hacking and destruction of data/ damage to the department • Videoing or distributing an assault • Distributing content which brings the school or staff into disrepute • Continued prohibited use or serious misuse of a personal mobile device
Equipment and Property Misconduct	• Minor damage to school property/graffiti • Possession of prohibited items that may damage property	• Possession of prohibited items that may cause harm to people or damage property • Wilful damage to property	• Major destruction or significant damage to school property, staff vehicles or other's property • Stealing • Wilful damage to property

Differentiated - Tier 1

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

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

Focussed – Tier 2

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Internal counselling and guidance support

- Integrated support from external agencies
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services Team
- Stakeholder meeting with parents and external agencies
- Short term suspension (up to 10 school days)

Intensive – Tier 2

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

- Functional Behaviour Assessment based Individual Behaviour Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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)/caregiver(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 determine required supports to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer, Chaplain, Indigenous Liaison, School-based Youth Health Nurse, Bridges Youth Support, Bridges Counsellor, Student Services Team, or other external agency support)
- 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 Officer, Chaplain, Indigenous Liaison, School-based Youth Health Nurse, Bridges Youth Support, Bridges Counsellor, Student Services Team, or other external agency support, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at 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 school 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

Student Responsibilities

The unauthorised use of personal mobile devices and accessories (phones, watches, speakers, earpods and other similar devices) is prohibited at Burnett State College.

This policy is in addition to all requirements of the ICT policy regarding acceptable use of ICT equipment.

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

It is only **acceptable** for students at Burnett State College to access a mobile device during school hours in principal-approved special circumstances e.g. for medical reasons.

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

- use a mobile phone or other device without the permission of a supervising staff member
- use a mobile phone or other device in an unlawful manner
- download, distribute, share or publish offensive messages or pictures
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use Bluetooth audio accessories such as headphones, speakers, in-ear earphones
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. sharing, forwarding, texting, uploading, Blutooth 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

Refer to Appendix C.

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 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. This body is encouraged to give feedback to the Wellbeing Committee or Whole School Wellbeing Framework. 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, connected, safe and respected.

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum 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.

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.

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

Burnett State College - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Home Group Teacher or Year Level Coordinator
Head of Department – Tahlia Perry (Junior) or Tanya Coulson (Senior)

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- 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

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- 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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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 bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant Head of Department.

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 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 Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

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

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

NO

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

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

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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 Services 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 cyber bullying.
- 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. Therefore, the unauthorised use of mobile devices is prohibited at Burnett State College.

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* (Cwth) 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. Do not upload or tag other people's children without their permission.

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.

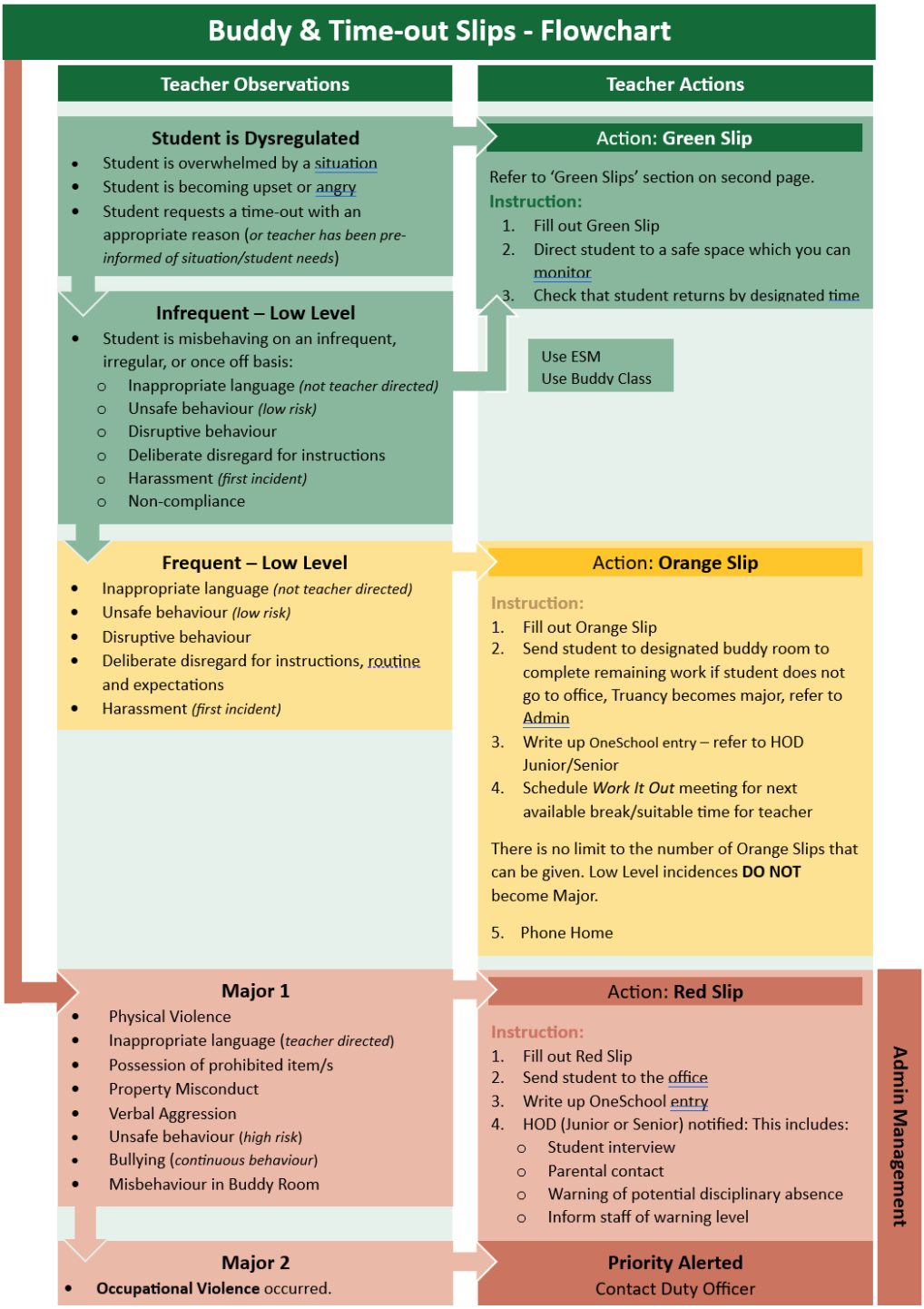
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Appendix A – Buddy & Time-out Slips

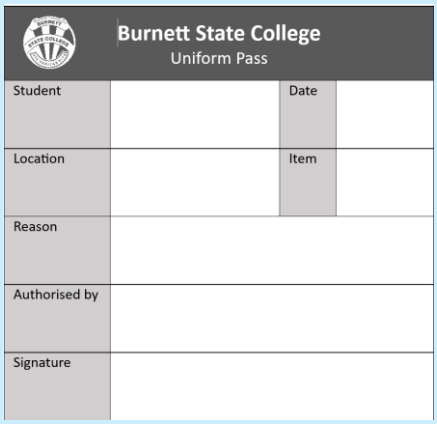
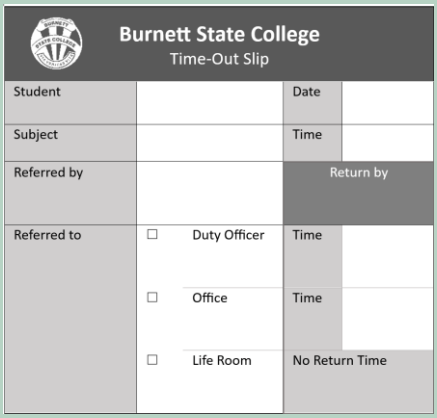
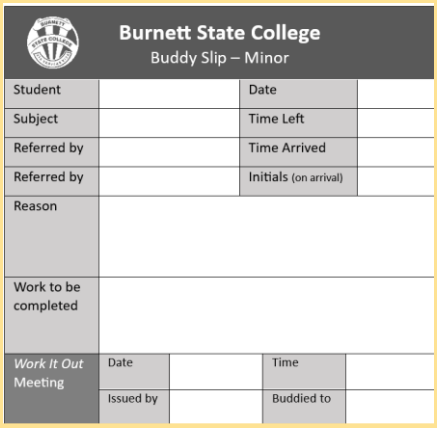
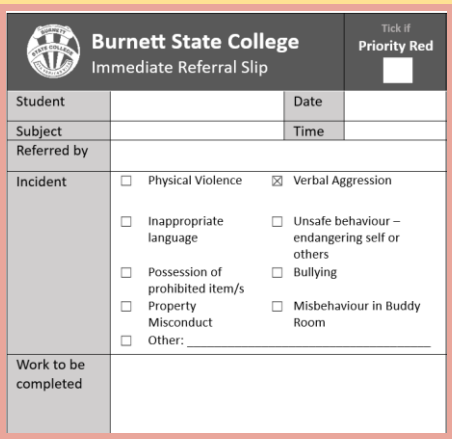
Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four expectations in place for students, being Respectful, Responsible, Safe and an Active Learner.

Slips

Action Flowchart



Individual Slip Purpose

Name	Colour	Example	Purpose
Uniform Pass	Blue	 **Burnett State College** Uniform Pass Student | Date Location | Item Reason Authorised by Signature	To recognise a breach in the uniform code and to make a temporary allowance for a single day.
Time-Out Slip	Green	 **Burnett State College** Time-Out Slip Student | Date Subject | Time Referred by | Return by Referred to: ☐ Duty Officer | Time; ☐ Office | Time; ☐ Life Room | No Return Time	To de-escalate a situation or give students some time to reflect and cool down.
Buddy Slip - Minor	Orange	 **Burnett State College** Buddy Slip – Minor Student | Date Subject | Time Left Referred by | Time Arrived Referred by | Initials (on arrival) Reason Work to be completed *Work It Out* Meeting: Date | Time; Issued by | Buddied to	To reduce classroom disruptions made by student.
Immediate Referral Slip	Red	 **Burnett State College** Immediate Referral Slip — Tick if Priority Red ☐ Student | Date Subject | Time Referred by Incident: ☐ Physical Violence; ☒ Verbal Aggression; ☐ Inappropriate language; ☐ Unsafe behaviour – endangering self or others; ☐ Possession of prohibited item/s; ☐ Bullying; ☐ Property Misconduct; ☐ Misbehaviour in Buddy Room; ☐ Other: _____ Work to be completed	To remove classroom disruptions made by student and alert student of potential consequences. If the Priority Red is ticked at the top right of the slip, the incident will be prioritised.

Overall Procedure			
Slip Type	**Circumstances**	**Purpose**	**Instructions**
Green	Refer to the 'Green Slips' section above	To de-escalate a situation or give students some time to reflect and cool down.	1. Fill out Green Slip 2. Send student to Duty Officer/ Office/ Life Room 3. Check that student returns by designated time 4. Set student self-reflection (dependent on situation)
Orange	• Inappropriate language *(not teacher directed)* • Unsafe behaviour *(low risk)* • Disruptive behaviour • Deliberate disregard for instructions • Harassment *(first incident)*	To reduce classroom disruptions made by student.	1. Fill out Orange Slip 2. Send student to designated buddy room to complete remaining work 3. Write up OneSchool entry – refer to HOD Junior/Senior 4. Schedule *Work It Out* meeting for next available break
Red	**This red slip should only be used in the following situations:** • The student has majorly breached the school rules and must be dealt with immediately. • Physical Violence • Inappropriate language (*teacher directed*) • Possession of prohibited item/s • Property Misconduct • Verbal Aggression • Unsafe behaviour (*high risk*) • Bullying (*continuous behaviour*) • Misbehaviour in Buddy Room	To remove classroom disruptions made by student and alert student of potential consequences.	1. Fill out Red Slip 2. Send student to the office 3. Write up OneSchool entry 4. HOD (Junior or Senior) notified: This includes: ○ Student interview ○ Parental contact ○ Warning of potential disciplinary absence ○ Inform staff of warning level If Occupation Violence has occurred, tick the top right box and this incident will be prioritised.
Priority Red	• **Occupational Violence** occurred; this includes any incident where the teacher feels mentally or physically violated.	To alert the office of the severity of the student's behaviour.	
Slip Holders			

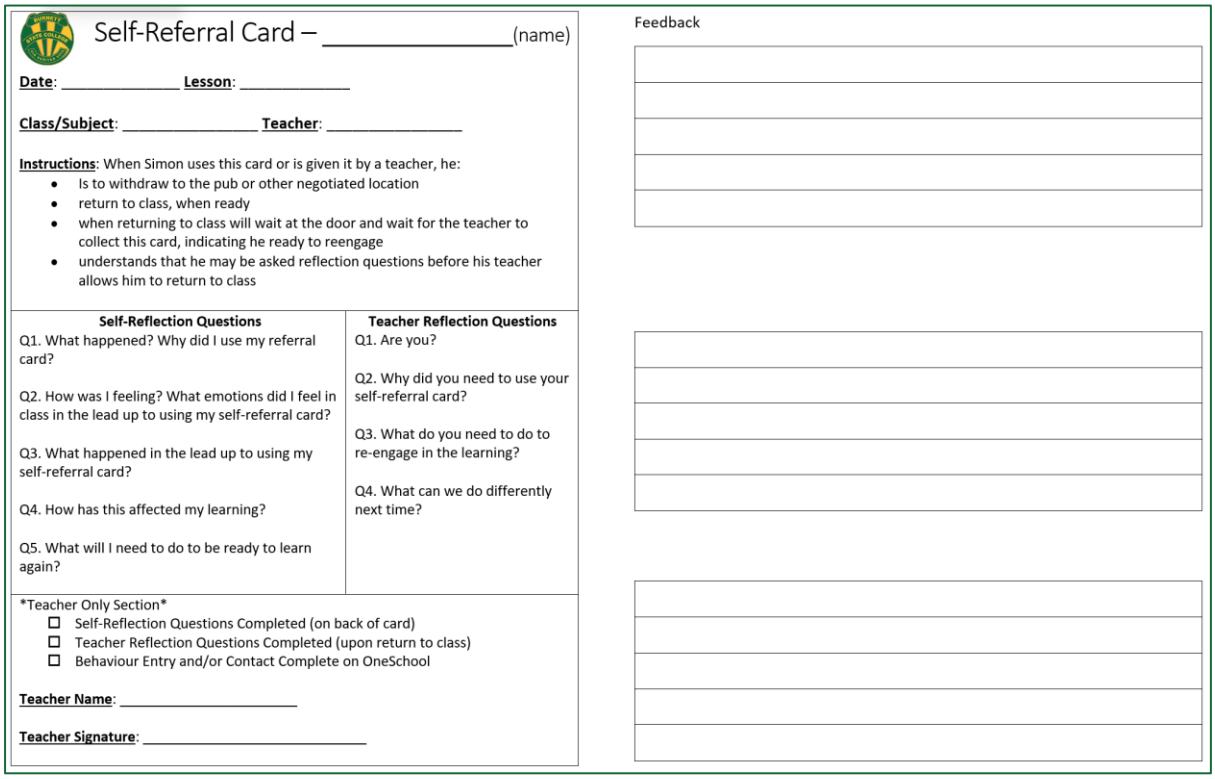
Each Staff member should receive a slip holder. This includes a section for each of the four slips to be held, and some basic instructions for the circumstances of their use and the procedure.

Green Slips

Category and Procedure

Green Slip Type	Tier 2	Once Off	External Factors
Circumstance	Evaluation has been made and slip is set up for student – on going	Incident in class and student needs to be removed from the situation	Issues/circumstances outside of school that are affecting behaviour
Requirements			
Teacher Submitted Green Slip	Student to complete reflection at the end of class	Teacher asks question: *Ready to learn?* Optional: Student to complete referral at the end of class	No reflection required
Student Requested Green Slip		Student: To complete self-referral	

Self-Referral Cards



Self-Referral Card – _____(name)

Date: _____ **Lesson**: _____

Class/Subject: _____ **Teacher**: _____

Instructions: When Simon uses this card or is given it by a teacher, he:

- Is to withdraw to the pub or other negotiated location
- return to class, when ready
- when returning to class will wait at the door and wait for the teacher to collect this card, indicating he ready to reengage
- understands that he may be asked reflection questions before his teacher allows him to return to class

Self-Reflection Questions	Teacher Reflection Questions
Q1. What happened? Why did I use my referral card?	Q1. Are you?
Q2. How was I feeling? What emotions did I feel in class in the lead up to using my self-referral card?	Q2. Why did you need to use your self-referral card?
Q3. What happened in the lead up to using my self-referral card?	Q3. What do you need to do to re-engage in the learning?
Q4. How has this affected my learning?	Q4. What can we do differently next time?
Q5. What will I need to do to be ready to learn again?	

Teacher Only Section

- ☐ Self-Reflection Questions Completed (on back of card)
- ☐ Teacher Reflection Questions Completed (upon return to class)
- ☐ Behaviour Entry and/or Contact Complete on OneSchool

Teacher Name: _____

Teacher Signature: _____

Feedback

Appendix B - Tier 2

The Tier 2 process is by which a Professional Learning Community comprising of classroom teachers and a Tier 2 Case Manager (e.g. Principal, DP, HOD, HOSES or GO) develop a targeted plan to address persistent inappropriate misbehaviour. With this approach, is for students who do not respond to Tier 1 universals such as the Essential Skills for Classroom Management is done with students not to them.

Tier 2 students are identified through the Student Services Teams, who analyse data to identify students who have:

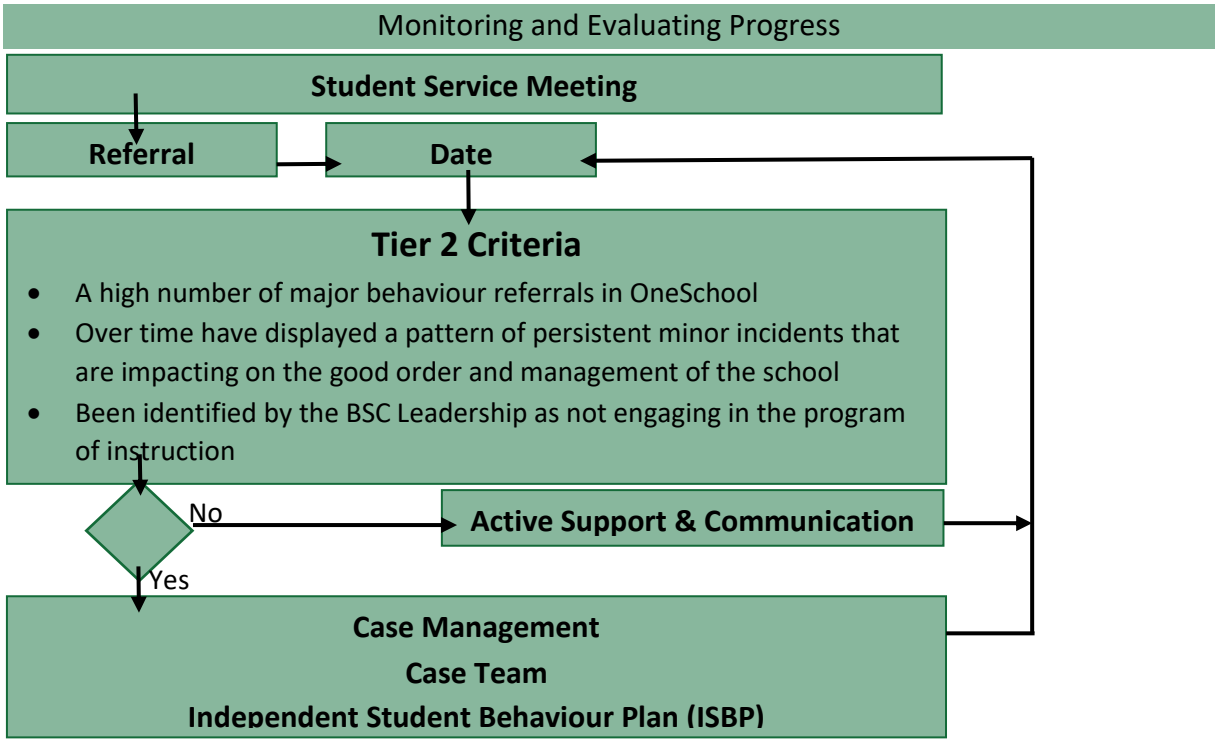
- A high number of major behaviour referrals in OneSchool
- Over time have displayed a pattern of persistent minor incidents that are impacting on the good order and management of the school
- Been identified by the BSC Leadership as not engaging in the program of instruction

Data drives this process and all students with 10 or more behaviours in a term will be considered for Tier 2 intervention. However, the move from Tier 1 to Tier 2 is not reduced to a set formula. There is no definitive threshold for Tier 2 intervention. Furthermore, students may also be referred for consideration by individual classroom teachers, before they have reached the 10 behaviours in a term. In deciding whether or not to begin Tier 2 intervention they will consider:

- Have Tier 1 strategies been implemented with fidelity
- The severity and frequency of these incidents
- The impact of these behaviours
- Patterns of the behaviour
- Individual student circumstances

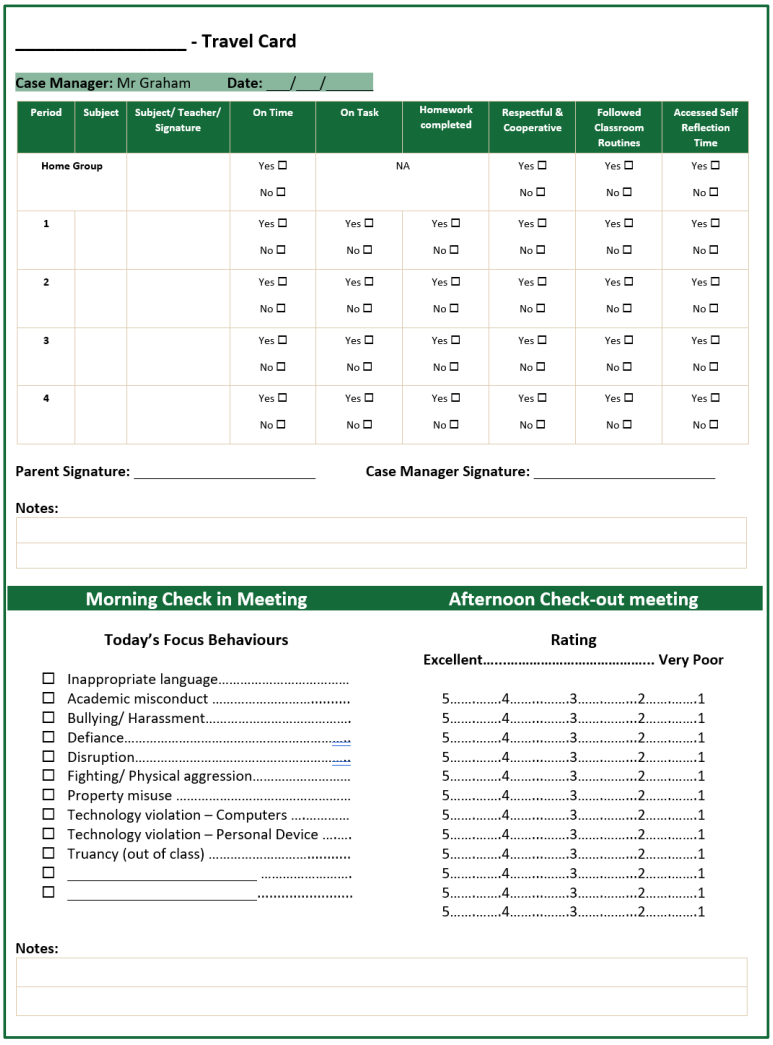
Teachers who refer a student to the PLC will also submit a summary of problem, including what is the antecedent that happens before the behaviour, what is the problem behaviour, what happens after the problem behaviour and what is their assessment of function or pay off for the student.

Refer to the 'Tier 2 Case Management document for the full procedure.



Travel Cards

Travel Cards are used to monitor and evaluate a student's behaviour and work completion.



_____ - Travel Card

Case Manager: Mr Graham **Date:** ___/___/_____

Period	Subject	Subject/ Teacher/ Signature	On Time	On Task	Homework completed	Respectful & Cooperative	Followed Classroom Routines	Accessed Self Reflection Time
Home Group			Yes ☐ No ☐	NA		Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
1			Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
2			Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
3			Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
4			Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐

Parent Signature: _____ **Case Manager Signature:** _____

Notes:

Morning Check in Meeting **Afternoon Check-out meeting**

Today's Focus Behaviours **Rating**

Excellent..... Very Poor

- ☐ Inappropriate language..... 5.....4.....3.....2.....1
- ☐ Academic misconduct ..... 5.....4.....3.....2.....1
- ☐ Bullying/ Harassment..... 5.....4.....3.....2.....1
- ☐ Defiance..... 5.....4.....3.....2.....1
- ☐ Disruption..... 5.....4.....3.....2.....1
- ☐ Fighting/ Physical aggression..... 5.....4.....3.....2.....1
- ☐ Property misuse ..... 5.....4.....3.....2.....1
- ☐ Technology violation – Computers ..... 5.....4.....3.....2.....1
- ☐ Technology violation – Personal Device ..... 5.....4.....3.....2.....1
- ☐ Truancy (out of class) ..... 5.....4.....3.....2.....1
- ☐ _____ ..... 5.....4.....3.....2.....1
- ☐ _____..... 5.....4.....3.....2.....1

5.....4.....3.....2.....1

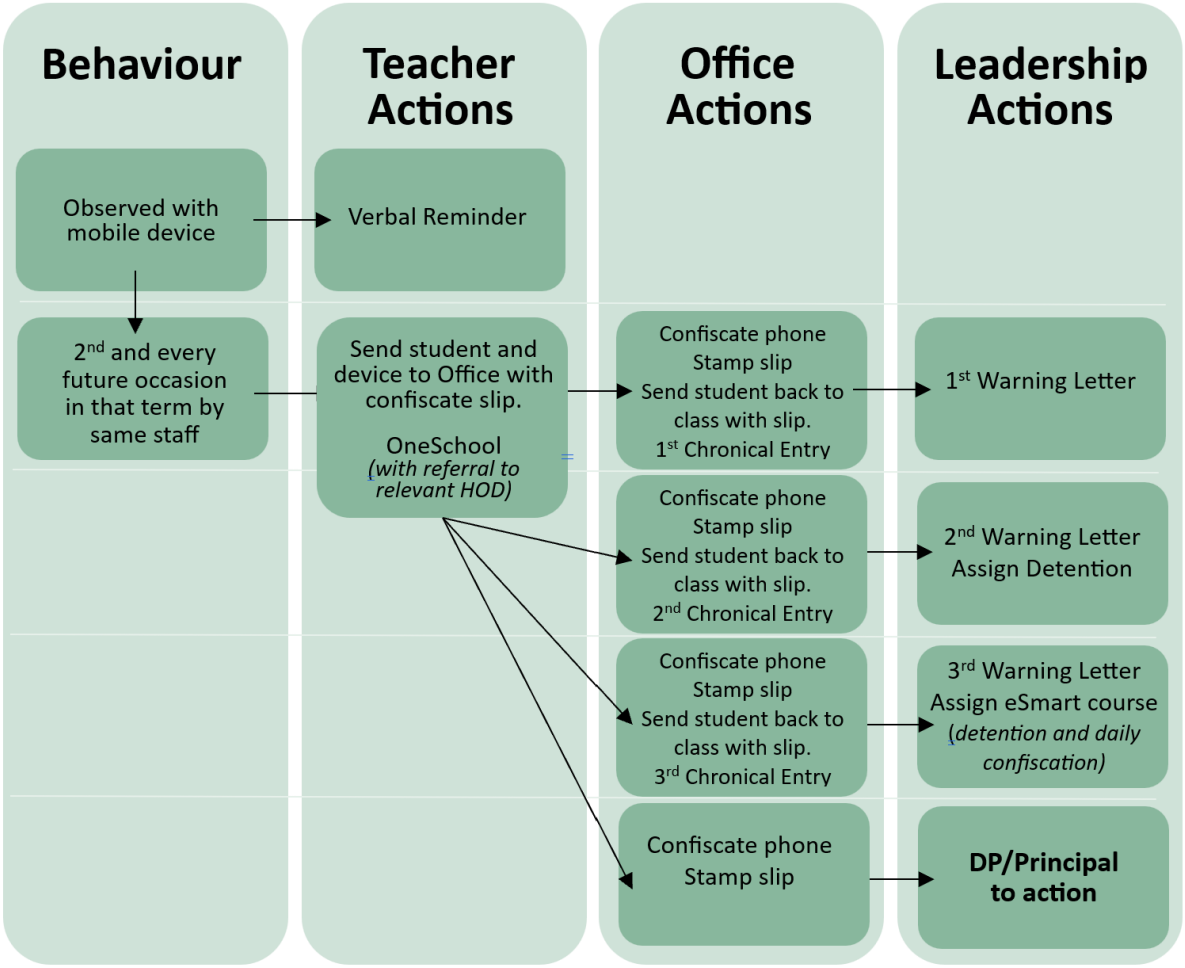
Notes:

The Travel Cards are held in Travel Card Holders. These have a summary of the student's overall behaviour, over the course of five weeks.

Appendix C – Phone Policy

Confiscation Flow Chart

On the first occasion in a term that a student is observed with a mobile device, they will receive a single verbal warning in the form of a reminder of BSC Mobile Device Policy. On subsequent occasions, the initial consequence is device confiscation for the remainder of the day and warning letter sent directly to the parent. This letter will indicate the infringement number and the consequences that will follow if another breach of the BSC Mobile Device Policy occurs. If further breaches arise, more severe consequences will occur, such as detention, daily confiscation of the mobile device until an eSmart course is completed and either a 1-day withdrawal from classes or a suspension under section 281 of the Education (General Provisions) Act 2006, as the student will have engaged in repeated serious behaviour that meets the grounds for a suspension.



Admin Checklist for Breaches

1. Student brings device to the office with 'BSC – Device Confiscation Slip'.
2. Admin officer to place device into safe and stamp confiscate slip. Send student back to class with filled out slip.
3. Chronicle Entry – Mobile Device Confiscation
   - 1st Entry: Draft Warning Letter 1 (pre-loaded with HOD signature, blank space for Principal signature)
   - 2nd Entry: Draft Warning Letter 2 (pre-loaded with HOD signature, blank space for Principal signature)
   - 3rd Entry: Draft Warning Letter 3 (pre-loaded with HOD signature, blank space for Principal signature)
4. Print off Warning Letter
5. Principal to sign warning letter/make decision as to whether the letter goes out.
6. Scan signed letter, email home via Principal email address.
7. Post signed letter home.
8. OneSchool Contact: "Mobile Device Warning Letter mailed and emailed home to parent/guardian."
   - Referral: Refer to relevant HOD (Junior: 7-9 and Senior: 10-12)
   - Contact Type: Letter
   - Attchment : Letter
9. Return of device to student: The original 'BSC – Device Confiscation Slip' must be presented to office staff member at the end of the student's school day, student is to sign the slip, then the phone can be returned. 'BSC – Device Confiscation Slip' is to be filed in student's file.

Confiscation Slip Guide

BSC – Device Confiscation Slip

Student: _____ Year Level: _____

Device was confiscated on_____(date) at_____(time).

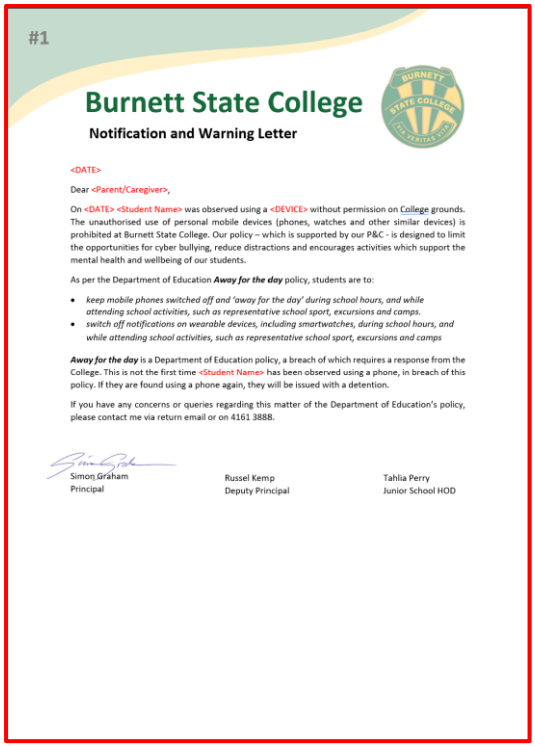
Staff - Name: _____

Office Record - confirmed	Student Device Returned
Confiscated <Admin Stamp and Signature upon confiscation>	Returned <Student signature upon return of mobile device>

Staff Role: When the student is observed with a mobile device for the second and any further occasions (first is a verbal warning), fill out the top section of the 'BSC – Phone Confiscation Slip'. Then OneSchool with referral to HOD.

Admin Role: When confiscating the mobile device, make sure to stamp and sign on the bottom left. Ensure the student returns the slip and signs the bottom right 'Returned' section before they leave with the mobile device at the end of the day. File in student file.

Warning Letter Guide



#1

Burnett State College

Notification and Warning Letter

<DATE>

Dear <Parent/Caregiver>,

On <DATE> <Student Name> was observed using a <DEVICE> without permission on College grounds. The unauthorised use of personal mobile devices (phones, watches and other similar devices) is prohibited at Burnett State College. Our policy – which is supported by our P&C - is designed to limit the opportunities for cyber bullying, reduce distractions and encourages activities which support the mental health and wellbeing of our students.

As per the Department of Education ***Away for the day*** policy, students are to:

- *keep mobile phones switched off and 'away for the day' during school hours, and while attending school activities, such as representative school sport, excursions and camps.*
- *switch off notifications on wearable devices, including smartwatches, during school hours, and while attending school activities, such as representative school sport, excursions and camps*

Away for the day is a Department of Education policy, a breach of which requires a response from the College. This is not the first time <Student Name> has been observed using a phone, in breach of this policy. If they are found using a phone again, they will be issued with a detention.

If you have any concerns or queries regarding this matter of the Department of Education's policy, please contact me via return email or on 4161 3888.

Simon Graham
Principal

Russel Kemp
Deputy Principal

Tahlia Perry
Junior School HOD

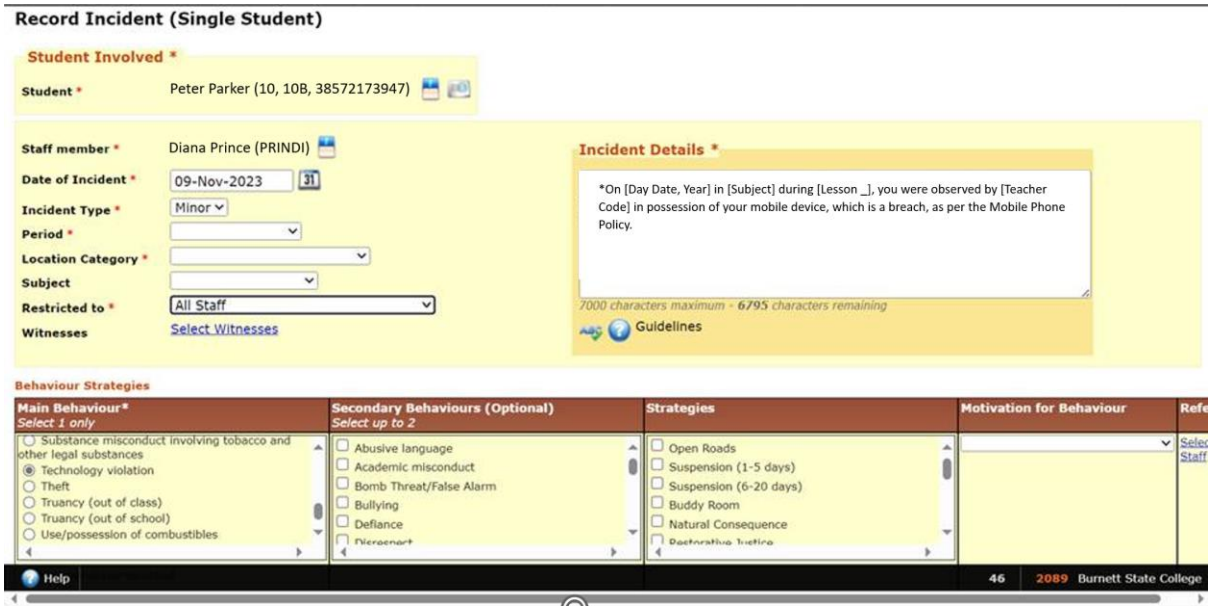
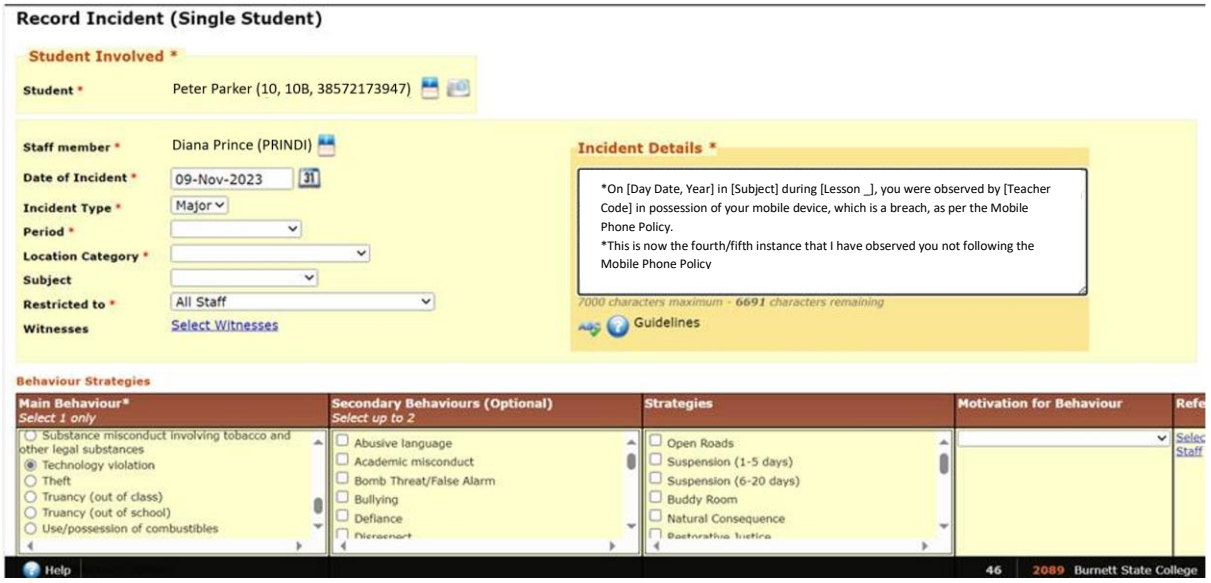
General Information: There are six variations for the BSC 'Notification and Warning Letter'. There are a junior and a senior variation to each of the three warning letters.

Admin Role:

1. Receive the 'BSC – Device Confiscation Slip' and follow the procedure.
2. Locate the appropriate Warning Letter and fill out all the red text. This MUST be completed.
3. Print the letter and give the letter to the appropriate staff member:
   - Principal for all Junior School
   - Deputy for all Senior School
4. This will be signed and scanned, to be emailed directly to the parent of the student by either

OneSchool Entry Exemplar

First Three Instances of Mobile Device



Fourth/Fifth Instances of Mobile Device