



Bundamba State Secondary College

Student Code of Conduct

2024 - 2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Bundamba State Secondary College is a diverse, culturally rich and aspirational community where everyone has the opportunity to experience success, a sense of belonging and personal growth. This is achieved by building resilience, integrity, excellence in teaching and learning and self-worth. Our values are Pride, Respect, Responsibility and Empowerment.

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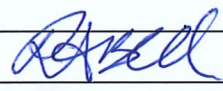
Endorsement

Principal Name: Gavin Grant

Principal Signature: 

Date: 18/3/24

P/C President and-or School Council Chair Name: Rhondda Bell

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

Date: 12/3/24

Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
Learning and Behaviour Statement	7
Student Wellbeing and Support Networks	7
Wellbeing Team	9
Whole School Approach to Discipline	12
Rights and Responsibilities	12
Consideration of Individual Circumstances	14
PBL Expectations	14
Matrix of Expected School Behaviours	18
Differentiated and Explicit Teaching	19
Legislative Delegations	20
Disciplinary Consequences	21
School Disciplinary Absences	23
Minor and Major Behaviours	26
School Policies	31
Temporary removal of student property	32
Use of mobile phones and other devices by students	34
Preventing and responding to bullying	34
Cyberbullying	40
Appropriate use of social media	43
Restrictive Practices	45
Critical Incidents	46
Conclusion	47
Critical Incidents	48
Resources	49

Purpose

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

The Bundamba State Secondary 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.

Principal's Foreword

Introduction

Bundamba State Secondary College is a diverse, culturally rich and aspirational community where everyone has the opportunity to experience success, a sense of belonging and personal growth. This is achieved by building resilience, integrity, excellence in teaching and learning and self-worth. Our values are **PRIDE, RESPECT, RESPONSIBILITY** and **EMPOWERMENT**.

At Bundamba SSC our vision is for all students to achieve "Success with Honour". Our focus is building a productive learning environment, underpinned by our values of Pride, Respect, Responsibility and Empowerment.

Bundamba SSC has developed this Code of Student Conduct in collaboration with our school community. Consultation with parents, staff and students was undertaken through the various college representative groups including the P&C, Staff and Leadership Teams, PBL Team and Student Council.

This plan was endorsed by the Principal and the Parents' and Citizens' Association in 2024 and will be reviewed in 2027 as required.

Bundamba SSC is a **Positive Behaviour for Learning (PBL)** School. Under this framework we ensure systematic efforts to explicitly teach expected behaviours on an ongoing basis. We are explicit in our expectations of behaviour in all areas of school and community engagement and our expectations matrix clearly states this behaviour in terms easily understood by students and the wide school community.

Our Student Code of Conduct provides an overview of the College's local policies on use of technological devices, removal of student property and the approach to preventing and addressing incidents of bullying. The Student Code of Conduct clearly details the consequences that may apply when students breach the expected and supported standards of behaviour, including the use of suspension or exclusion from the College.

Our Student Code of Conduct respects the rights and responsibilities of all members of our school community and works to ensure consistency and fairness for all.

We look forward to working with our students and their parents/caregivers as they grow through their years at our college.

Gavin Grant

Principal

P&C Statement of Support

As President of the Bundamba State Secondary College Parents' and Citizens' Association, I am proud to attest to the P&Cs endorsement of the BSSC Student Code of Conduct.

We encourage all parents to familiarise themselves with the Bundamba State Secondary 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 Bundamba State Secondary 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 students know that schools provide support and advice to parents to assist them work with the school to address problems of bullying. The flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems. There is also a link to Stymie, a supported online anonymous reporting system.

Any parents who wish to discuss the Bundamba State Secondary 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 BSSC P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal or relevant Deputy Principal to discuss the model of behaviour support and discipline used at Bundamba State Secondary College.

Student Wellbeing and Support Network

At Bundamba State Secondary College, we offer a range of programs, supports and services to support the wellbeing of students in our college. We encourage parents and students to speak with their class teacher or make an appointment with the relevant Head of Year, Head of Department, Guidance Officer, Deputy Principal or Principal if they would like individual advice about accessing particular services.

Learning and wellbeing is inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

[Curriculum and pedagogy](#)

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Bundamba State Secondary College, we provide age-appropriate drug and 13 alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 12 students.

Student Wellbeing and Support Network cont.

Bundamba State Secondary College is proud to have a comprehensive student support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Bundamba SSC to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Wellbeing Committee.

Parents who would like more information about the student support roles and responsibilities are invited to contact one of our Guidance Officers on 3816 6333.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Bundamba State Secondary College implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Bundamba State Secondary College works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Bundamba State Secondary College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the college can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Bundamba State Secondary College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit in Administration to provide emergency first aid medication if required.

Mental health

Bundamba State Secondary College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Bundamba State Secondary College school staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Bundamba State Secondary College staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Bundamba State Secondary College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Bundamba State Secondary College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Wellbeing Teams

Bundamba State Secondary College is committed to reflective practice and ensuring a comprehensive student support network through our various Wellbeing Teams. In addition to the support and assistance provided by classroom teachers, HODs and HOYS, we have a team of professionals who work to ensure that our school is an inclusive, nurturing environment and the student is supported in a holistic approach.

Students can approach any trusted staff member to seek assistance or advice. If they are unable to assist, they will provide guidance and help to ensure the student is connected to the appropriate representative of the college.

Parents who would like further information about the Wellbeing Teams are invited to contact the Deputy Principal or Principal of the college phone number.

Our Wellbeing Team is comprised of:

Role:	What they do:
Guidance Officers x 2 Years 7/9/11 Years 8/10/12	<ul style="list-style-type: none"> ● Provide a comprehensive student support program within the school environment, offering counselling with students on a one-to-one basis or in a group setting. ● Assist students with specific difficulties, acting as a mediator or providing information on other life skills. ● Liaises with parents, teachers, or other external health providers as needed as part of the counselling process. ● Supports students with mental health concerns or needs, providing information or supports as appropriate. ● Provides career guidance in preparation for the post school educational options for students.
Heads of Year	<ul style="list-style-type: none"> ● Provides support for the transitions between phases of learning in the secondary school setting. ● Lead the implementation of PBL with the PBL Committee ● Monitor student attendance data, arranges interventions as appropriate ● Liaises with all stakeholders to support students who require additional support for learning, behaviour and wellbeing. ● Co-ordinates with parents/carers, students, staff and external providers regarding individual needs to improve student access to learning and wellbeing. ● Track the progress of all students from an academic, attendance, behaviour and wellbeing perspective.
School Based Youth Health Nurse	<ul style="list-style-type: none"> ● Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ➢ healthy eating and exercise ➢ relationships ➢ personal and family problems ➢ feeling sad, worried or angry ➢ sexual health ➢ smoking, alcohol and other drugs
Youth Support Co-Ordinator	<ul style="list-style-type: none"> ● Provides individual and, at time, group support to students to assist their engagement with education and training. ● Support students to overcome barriers to education such as: <ul style="list-style-type: none"> ➢ attendance at school ➢ QCE attainment ➢ relationships and social skills ➢ conflict with family/peers ➢ assistance for students who live away from home or in diverse situations ➢ social/emotional/physical wellbeing ● Run group programs to improve students' social and emotional functioning at school e.g., RAGE program, Mental Health Support Sessions.

Role:	What they do:
Community Education Counsellor (CEC)	<ul style="list-style-type: none"> • Provides educational counselling and support services to our first nation students - Aboriginal and Torres Strait Islander students and communities. • Track the progress of all identified students from an academic, attendance, behaviour and wellbeing perspective. • Actively maximise the engagement of all ATSI students by following an intensive case management approach when required
PLO	<ul style="list-style-type: none"> • Provides support to our Pacifica students by tracking the progress of all identified students from an attendance, behaviour and wellbeing perspective.
School Chaplain	<ul style="list-style-type: none"> • Promotes student wellbeing, particularly through the provision of pastoral care. • On approach by student, encourages reflection about the spiritual dimensions of life. • Has an educative role in the areas of beliefs, values, morals, ethics and religion. • Works as part of the Wellbeing Team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.
Head of Student Services	<ul style="list-style-type: none"> • Facilitate a coordinated approach and response for students identified as disengaging from school • Support student success and retention, providing individualised support to students who are identified at risk, monitoring and tracking progress of students, and maintaining communication with school staff in support of students. • Work as part of a team to share best practice and create flexibility to meet the needs of individual students. • Build strong links with families and community agencies to promote student academic success and an understanding of student welfare processes. • Work in partnership with teachers to ensure academic programs meet the individual needs of students and provide feedback to teachers as they put strategies into place.
Psychologist	<ul style="list-style-type: none"> • Provide tailored and evidence based psychological interventions to promote a student's academic success and psychological health, social and emotional wellbeing. • Engage in psychological intervention for student's who have been identified via referral to have mild to moderate mental health concerns. • Complete suicide and safety risk assessments to determine a student's levels of risk and develop safety plans for students who are self-harming and/or at risk of suicide. • Identify when students require additional mental health support outside of the school context and refer those students onto appropriate external agencies. • With student consent, work with other wellbeing and school staff members to ensure strategies developed for the student can be put in place in the classroom and the wider school community

Whole School Approach to Discipline

Bundamba State Secondary 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 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 Bundamba SSC we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is 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 Bundamba State Secondary 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 college 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 Head of Year, Deputy Principal or Principal.

There are inherent rights and responsibilities that come with being a student, parent or staff member at BSSC.

Student Responsibilities Students have the responsibility to:	Student Rights Students have the right to:
Treat others in a manner that values individual difference and diversity.	Be welcomed to an environment that values individual difference and diversity.
Respect the authority of all staff - by following staff directions and requests	Work and relax in a safe environment
Treat others with courtesy and respect .	Be treated with courtesy, respect and understanding.
Gain maximum benefit from classes by: <ul style="list-style-type: none"> • take PRIDE in participating in a way that contributes to an effective learning environment • participating fully in an educational program • attending school regularly and taking part in activities that are organized • consolidating learning through revision, review and homework 	Take part in effective and explicit teaching, and: <ul style="list-style-type: none"> • learn without disruption • achieve individual potential through considered effort • attend school every day • reinforce learning on a daily basis
Respect the property of others by not stealing, damaging or interfering with it.	Have their property respected and expect it to be safe.
Ensure the safety of the school environment by not threatening, bullying, harassing or hurting anyone in any way.	Participate in a safe learning environment, free of harassment and bullying
Protect their health by not participating in any action that would be considered unhealthy or illegal.	Be healthy at school and not be pressured into health damaging habits.
Express their opinions in a non-aggressive manner and at an appropriate time.	Respectfully raise concerns and opinions in an appropriate forum and at an appropriate time.
Care for the school environment, contributing to a clean and safe school	Work in a clean and safe environment
Ensure that they represent the school by behaving and dressing in a way that will display pride in their	Be proud of their achievements and have these celebrated

appearance, their uniform and show respect for themselves and their school.	throughout the school community. Be proud of the school's appearance and reputation.
Staff Responsibilities Staff have the responsibility to:	Staff Rights Staff have the right to:
Treat others in a manner that values individual difference and diversity.	Be welcomed to an environment that values individual difference and diversity.
Treat others with courtesy and respect.	Be treated with courtesy, respect and understanding.
Provide effective and explicit teaching by: <ul style="list-style-type: none"> • providing relevant and challenging educational programs • providing effectively managed learning environments that are free from disruption • providing revision, review and homework to consolidate learning • delivering lessons that align with the pedagogical framework of the school • supporting the school's ethos, policies and procedures • actively involving parents in the academic progress of their student 	<ul style="list-style-type: none"> • Be supported to provide effective and explicit teaching by: • Being supported to develop relevant and challenging learning experiences • Being supported to teach without disruption • Being supported through a Line Management structure of Business Manager, Heads of Year, Heads of Departments, Deputy Principals and Principal • Accessing professional development to refine and extend professional capabilities • Being provided with clear school policies and expectations • Have the support of parents in the academic progress of their students
Ensure the school environment is safe.	Work in a clean, safe and well-maintained school environment.
Parent Responsibilities Parents have the responsibility to:	Parent Rights Parents have the right to:
Treat others with courtesy and respect	Be treated with courtesy and respect
Ensure that their student attends school on every school day <ul style="list-style-type: none"> • Meeting the attendance requirements as per compulsory schooling and compulsory participation phase. • Providing a note/telephone call for every absence on the day of absence • Provide an up-to-date mobile telephone number for school SMS absences • Providing medical certification for missed assessment and complying with ARM requirements. 	<ul style="list-style-type: none"> • Expect their student to participate fully in his/her educational program • Be notified by SMS of absences from school
Ensure that their student has the requirements for successful learning <ul style="list-style-type: none"> • Providing books and equipment as per the school stationery lists 	Support their student to be successful at school and access school support services as required.
Monitor their student's progress at school: <ul style="list-style-type: none"> • Participate in Parent Teacher Interviews as required • Maintain contact about progress with teachers • Respond proactively to teacher requests for assistance to secure assignments, classwork and homework 	<ul style="list-style-type: none"> • Arrange opportunities to engage with teachers with a view to monitoring the progress of the students. • Attend Parent Teacher Interviews • Be contacted regarding outstanding assessment and work in progress issues
Be supportive of the school and the policies and procedures of the school as endorsed by the P&C Association	Have a forum in which to raise concerns of school related matters by becoming members of the P&C Association and attending meetings.
Ensure that their student wears the school uniform as endorsed by the School and the Parents & Citizens Association.	Be proud of the school's reputation and the appearance of the students
Care for the school environment, contributing to a clean and safe school	Work in a clean and safe environment

Consideration of Individual Circumstances

Staff at Bundamba State Secondary 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. 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.

Staff 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 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 appropriate Deputy Principal or Principal to discuss the matter.

Positive Behaviour for Learning (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 College Values and Positive Behaviour for Learning (PBL) expectations in place for students, PRIDE, RESPECT, RESPONSIBILITY and EMPOWERMENT.

Bundamba SSC is a Positive Behaviour for Learning School. Under this framework we ensure systematic efforts to explicitly teach expected behaviours on an ongoing basis. We are explicit in our expectations of behaviour in all areas of school and community engagement and our expectations matrix clearly states this behaviour in terms easily understood by students and the wider school community.

Our approach respects the rights and responsibilities of all members of our school community and works to ensure consistency and fairness for all:

- Student behaviour is an educational issue rather than just a management issue. Classroom management skills and strategies are important and should be part of the total curriculum (formal and informal) and school organisation.
- Parents play a primary role in supporting and nurturing their children and we strive to gain parental input and involvement at Bundamba SSC.
Students learn best when they:
 - are treated with understanding, respect and politeness
 - feel safe
 - feel challenged and engaged with the tasks they are completing
 - feel pride in their achievements
 - can work in a supportive classroom environment
 - are emotionally and physically well
 - feel belonging in the school community and have opportunities to express their opinions and stay informed
 - share and adhere to our school values -PRIDE, RESPECT, RESPONSIBILITY, EMPOWERMENT

Below are examples of what our values look like in action across the school. In addition to our Matrix of Expected Behaviours, each classroom has a set of expectations/rules that guide the teaching and learning environment.

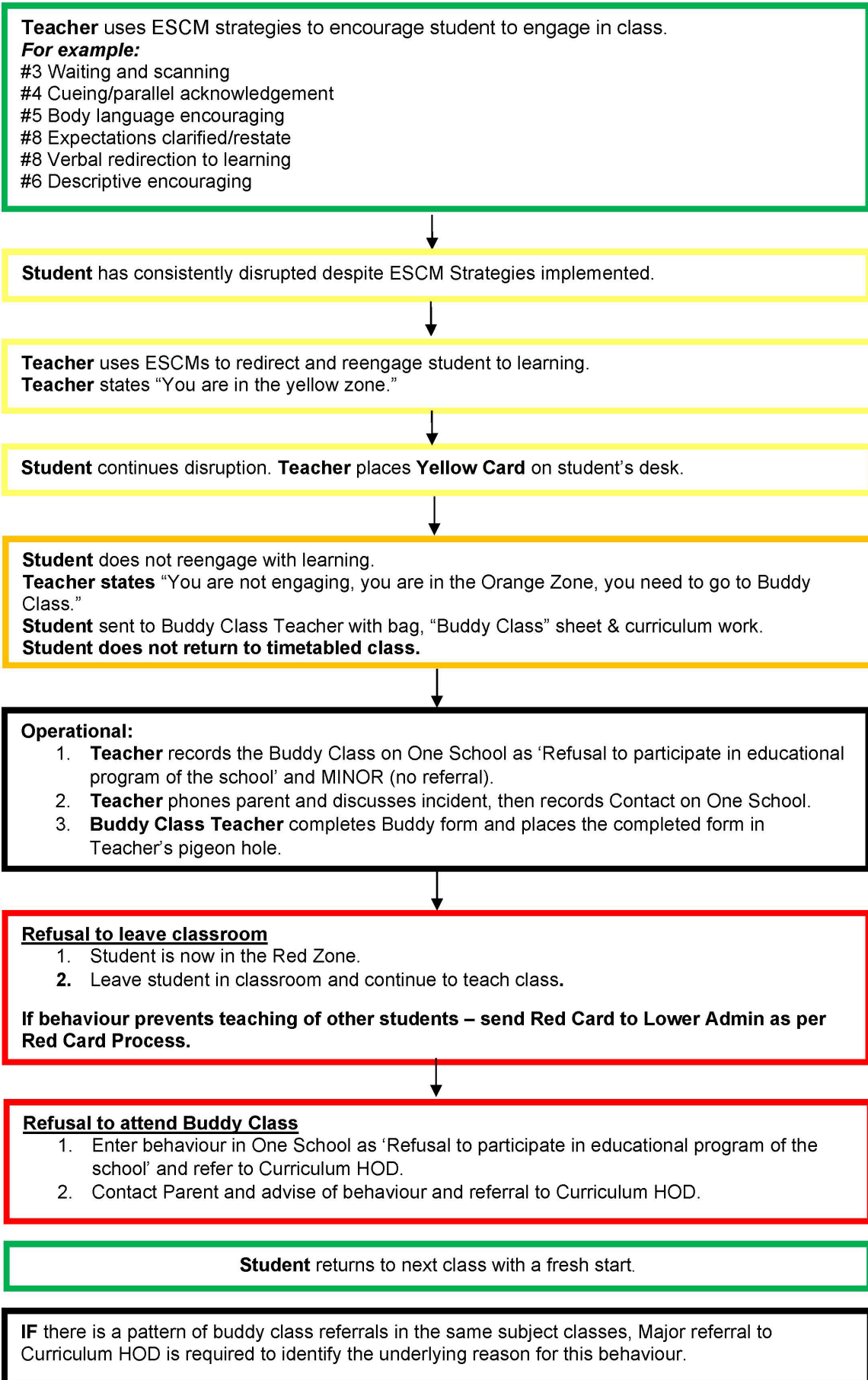
BSSC Classroom Expectations/Rules

Pride	I am on time and ready to learn	<ul style="list-style-type: none">• Have all required equipment• Prepared to learn• Complete all set work• Be persistent
Respect	I respect myself and others	<ul style="list-style-type: none">• Use appropriate language and speak politely at all times.• Hands up to speak• Use active listening when others are speaking
Responsibility	I own my words and actions	<ul style="list-style-type: none">• Follow teacher instructions, first time• Follow classroom STARS entry & exit• Be organised and use diary• Catch UP on missed learning
Empowerment	I am a problem solver	<ul style="list-style-type: none">• Wear correct school uniform• Care for our environment, equipment & each other• Never a problem, always a solution



BUDDY CLASS PROCESS

Buddy Class is a circuit breaker





Bundamba State Secondary College Behaviour Process for Students

Zone	Behaviour	Outcome
GREEN	<ul style="list-style-type: none"> • I'm engaged in the learning, displaying: <ul style="list-style-type: none"> ○ Pride ○ Respect ○ Responsibility ○ Empowerment 	<ul style="list-style-type: none"> • My teacher will: <ul style="list-style-type: none"> ○ Acknowledge and encourage my behaviour (descriptive encouraging) ○ Send BSSC Postcard home or phone home ○ Support my SUPER Award applications
YELLOW Stop, Think and Re-engage	<ul style="list-style-type: none"> • I've chosen not to engage in learning and I'm at risk of escalating my behaviours that prevent learning for myself and/or others <p style="text-align: center; color: red; margin: 10px 0;">OR</p> <ul style="list-style-type: none"> • I'm demonstrating inappropriate behaviour within the school grounds. 	<ul style="list-style-type: none"> • The teacher will warn me that I'm in the yellow zone • The teacher will redirect my behaviour to the learning (using ESCM) • I'll be given a Timeout card and I will reflect on my behaviour using the question prompts. <p style="text-align: center; color: red; margin: 10px 0;">OR</p> <ul style="list-style-type: none"> • The teacher will discuss BSSC's out of class behaviour expectations with me.
ORANGE Choosing not to Engage	<ul style="list-style-type: none"> • Despite intervention I've chosen not to engage in learning. 	<ul style="list-style-type: none"> • My teacher will inform me I am now in the orange zone. • My teacher will address my behaviour in line with the RBP by: <ul style="list-style-type: none"> ○ Issuing a detention ○ Calling my parent/guardian ○ Directing me to a buddy class with work ○ Referring me to the HOD
And/or	<ul style="list-style-type: none"> • I've chosen to escalate my behaviour so that I'm disrupting other student's right to learn. 	<ul style="list-style-type: none"> • My behaviour will be referred to the subject HOD (for classroom issues) who will address my behaviour by: <ul style="list-style-type: none"> ○ Phone call home ○ Admin Detention ○ Out of Hours Detention ○ Referral for escalation to HOY or DP
ORANGE Choosing to Escalate	<p style="text-align: center; color: red; margin: 10px 0;">OR</p> <ul style="list-style-type: none"> • I have chosen not to improve my behaviour after two consecutive Buddy Class referrals. 	<ul style="list-style-type: none"> ○ Referral to Head of Year ○ other consequences outlined in the BSSC Responsible Behaviour Plan for Students.
RED Major Incident	<ul style="list-style-type: none"> • I've chosen to refuse to go to buddy class as directed • I've chosen to disrupt other student's right to learn in buddy class • I've chosen to engage in behaviours that are considered major breaches of <i>BSSC's Responsible Behaviour Plan for Students</i> <ul style="list-style-type: none"> e.g. <ul style="list-style-type: none"> • physical misconduct • deliberate verbal misbehaviour directed at teacher • issues involving safety. 	<ul style="list-style-type: none"> • My behaviour is managed by HOY and/or Deputy Principal – potential consequences include suspension and exclusion.

Expected School Behaviour Matrix

Bundamba State Secondary College students using PRIDE, RESPECT, RESPONSIBILITY and EMPOWERMENT

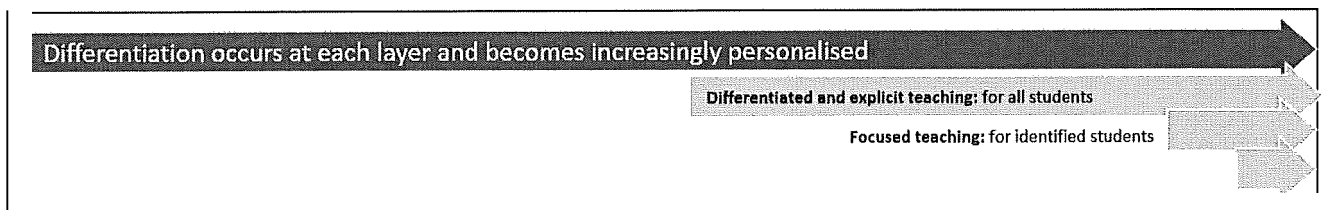


	WHOLE SCHOOL	CLASSROOM	OUT OF CLASS	TRANSITIONS/MOVEMENT	IN THE COMMUNITY
PRIDE	<ul style="list-style-type: none"> Act with dignity Wear correct school uniform Speak positively about BSSC Contribute to the BSSC community Maintain an environment that is clean, safe and non-threatening 	<ul style="list-style-type: none"> Set a positive example Keep my bookwork neat Leave classroom ready for the next class by using STARS exit Acknowledge my own and others' achievements 	<ul style="list-style-type: none"> Act with fairness Keep all school grounds clean and tidy 		<ul style="list-style-type: none"> Behave in a manner that upholds the good reputation of our school, community and values. Wear the uniform with pride
RESPECT	<ul style="list-style-type: none"> Use manners & speak politely Follow procedures and instructions Use school equipment & facilities with care Value the right of others to learn and express their opinions Have regard for self & others 	<ul style="list-style-type: none"> Use manners & speak politely at all times Follow class procedures & instructions Use school equipment & facilities with care Accept difference in others Obtain permission to leave 	<ul style="list-style-type: none"> Behave safely Keep our hands and feet to ourselves Think before we speak Follow canteen procedures Follow bus stop procedures 	<ul style="list-style-type: none"> Move around the school promptly and quietly Use Student Diary Movement Page Provide an explanation if you arrive late or depart early Sign in at Upper Admin if you arrive late to school. 	<ul style="list-style-type: none"> Respect other road and footpath users. Show respect, courtesy and manners to all people through your language and actions in the wider community.
RESPONSIBILITY	<ul style="list-style-type: none"> Follow all school policies and procedures Own your behaviour Be in the right place at the right time Be at school everyday Make informed choices Leave prohibited items at home 	<ul style="list-style-type: none"> Stand quietly in two lines Take your out pens, pencils, books, diary Attitude of SUPERstar Remove your hat and put your electronic devices away Store your bag in designated area Complete class work, homework, assessment and, meet deadlines Be organised & use your diary Catch up on missed learning 	<ul style="list-style-type: none"> Support the rights of others to be physically and emotionally safe Use toilet facilities for their purpose Store bikes and scooters in the designated space Play sport on the oval only Walk onto campus Stay in student designated spaces 	<ul style="list-style-type: none"> Move to class when the bell rings Act in a way that ensures all lessons proceed without disruption 	<ul style="list-style-type: none"> Follow bus and train Code of Conduct for school travel Follow all traffic and pedestrian laws Follow school policies and procedures when travelling to and from school Ride scooters & bikes safely on footpaths or roads Follow privacy laws Be a safe, responsible, ethical online citizen
EMPOWERMENT	<ul style="list-style-type: none"> Set and achieve personal goals Celebrate our successes Participate fully to ensure you are a successful learner Strive to display resilience, perseverance & determination Make positive choices to ensure your overall health & wellbeing 	<ul style="list-style-type: none"> Strive for excellence Be an active learner Seek and act on help and feedback from your teacher Help others learn Be persistent with challenging tasks or learning Own your future 	<ul style="list-style-type: none"> Learn to be resilient and take appropriate actions Seek adult support to resolve conflict 		<ul style="list-style-type: none"> Engage in online activities at the appropriate time Be an active citizen

Differentiated and Explicit Teaching

Bundamba SSC 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 practice these behaviours. Teachers and all staff who work with students reinforce these behaviours, provide feedback and correction, and opportunities for practice.

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



With respect to the teaching of behaviour expectations, processes and routines, **Tier 1** is differentiated and explicit teaching for **all students**, **Tier 2** is focused teaching for **identified students** and **Tier 3** is **intensive teaching** and intervention for a small number of students.

Every classroom in our school uses the PBL Expectations Matrix (Page 16) as a basis for developing behaviour standards. This matrix articulates what each of our expectations and values looks like in each area of our community - classroom, grounds and community.

Focused Teaching

Focused teaching involves revisiting behavioural concepts and/or skills using explicit and structured teaching strategies. Support staff work closely and collaboratively with classroom teachers to provide focused teaching. A variety of support staff and teachers may work with students in the focused teaching phase and support can be informed by trained staff using strategies such as Classroom Profiling or Functional Behaviour Analysis.

Intensive Teaching

A small number of students who continue to display behaviours that are deemed complex and challenging access an individualised program which may include support plans, behaviour intervention plans and safety plans. These plans are developed within a multi-agency approach incorporating the student, parent/caregiver, external support agencies and medical professionals (where necessary). Formalised support plans require the input and information for the classroom teacher and the collaborative development of these is led by the Guidance Officer.

Legislative Delegations

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

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

The principal may authorise a Deputy Principal, Head of Year, Dean of Students or Head of Campus to tell a student and parent of the principal’s decision to suspend / exclude.

The principal will use the Instrument of Authorisation to record any authorisation/s given to the Deputy Principal, Heads of Year, Deans of Students and/or Head of Campus to tell students and parents of suspension or exclusions decisions made by the principal.

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

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

Disciplinary Consequences

The disciplinary consequences model used at Bundamba State Secondary 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 practiced. In-class corrective feedback and reminders, in line with the Behaviour Zones will be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practice expected behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and teachers will align the ongoing behaviour with the appropriate intervention in the Behaviour Zones. This could include, 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.

Differentiated

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

- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practicing 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

- 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

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

School Disciplinary Absences

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

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

At Bundamba SSC, the use of any SDA is considered a very serious decision. The College has an unrelenting focus on uninterrupted teaching and learning for all students and staff and the provision of a safe learning environment for all students and staff.

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

Re-entry following suspension

Students who are suspended from Bundamba SSC 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 and may also include setting the situation right with the impacted parties, to ensure a smooth return to teaching and learning.

Arrangements

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

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

Reasonable adjustments

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

Defining Behaviours

Bundamba SSC takes systematic steps to prevent problem student behaviour, however when unacceptable behaviour occurs, our college seeks to ensure students receive consistent consequences that are proportionate to the nature of the behaviour.

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

- **Minor** problem misbehaviours are handled by the staff member, usually at the time of the incident.
- **Major** problem misbehaviours are those which require further direct action by other staff such as Head of Year (HOY), Head of Department (HOD) or Deputy Principal (DP). All major misbehaviours should be recorded on OneSchool.

Minor misbehaviours are those that:

- are minor breaches of the college rules;
- cause disruption for short periods of time;
- are behaviours that you will encounter multiple times a day, every day;
- do not violate the rights of others in any serious way;
- do not pose a risk of significant harm to others or property;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Persistent minor behaviours are those that:

- are teacher managed;
- are repeats of the same type of behaviour over several days;
- are recorded on OneSchool as Minor behaviours;
- require careful use of the Classroom Management Intervention Flowchart to deal with.

Minor problem behaviours usually result in consequences logically connected to the problem behaviour. Examples include (but not limited to):

- re-direction to task
- apology
- detention
- litter duty
- extra work given
- removal from an activity or event for a specified period of time
- partial removal from activity/event as appropriate
- temporary removal of property
- individual meeting with the student

Major misbehaviours are those that:

- significantly violate the rights of others;
- pose a risk of harm to people or property;
- involve any breach of law or possession of a prohibited item or substance at school;
- are persistent minors where the student has not responded to use of the flow chart;
- require intervention by school Administration e.g., HOY, HOD or DP.

Major behaviours result in a referral to Administration (HOY, HOD or DP) because of their seriousness. When major problem behaviour occurs, staff members calmly state the behaviour to the student and remind them of the school expectations. Dependant on the behaviour, staff then either refer the student through OneSchool for follow-up, contact HOY/DP for support, or escort the student to Administration, as appropriate to the situation.

Major problem behaviours result in consequences, dependent on the nature and severity of the problem behaviour.

Examples of consequence to major incidents include:

- formal apology
- restitution
- contact home
- Admin Detention
- after school detention
- loss of privilege(s)
- warning regarding future consequence for repeated offences
- temporary removal of property as appropriate
- time away from class in a specific location e.g., at HOD office, or Administrative Services
- community service, e.g., litter duty, wedding, other organised community service
- short or long suspension
- suspension with recommendation for exclusion

The following table outlines some examples of Minor and Major problem behaviours:

This list of examples aligns to the behaviour categories on OneSchool. It is not exhaustive, merely a guide for staff decision making:

One School Behaviour Category	Minor/ Major	Definition	Example	Management
Abusive Language	Minor	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Swear words not directed to a staff member but said as a result of a statement or instruction Swearing in conversation, “He’s such a dickhead”, “I hate this shit”, “Who gives a fuck about that?”	Supervising staff
	Major		Swear words directed to a staff member Statements made on social media and online messenger services including forwarding or posting videos of fights Statement of threats – “I am going to x you/your family”	Head of Year
Academic Misconduct	Minor	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Attempting to sneak notes in exam, and teacher removes	Classroom teacher
	Major		Student presents work that is not theirs, as their own, cheating on exam or deliberate plagiarism of work, Sighted use of Chat GPT when not directed Work shared with another student	Curriculum HOD
Bomb Threat/False alarm	Major	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Phone call, Written/Electronic messages	Head of Year
Bullying	Minor	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	No minor exists – see harassment	
	Major		Sustained and repeated pattern of targeting, ongoing (physical, verbal, written, texting, face to face or online) of the same person; Repeated pattern after previous redirects <ul style="list-style-type: none"> • Verbal • Inappropriate touching of others • Telling a student to harm themselves Sexual comments/pictures Coercive control	Head of Year

One School Behaviour Category	Minor/ Major	Definition	Example	Management
Defiance	Minor	Student refuses to follow directions given by school staff.	Isolated incidents of refusing to follow staff instructions <ul style="list-style-type: none"> Pushing into a line e.g. tuckshop, In an out of bounds area, Littering Moving on out of an area for staff concerns Not following processes – sign in late, leaving without signing out 	Supervising staff
	Major		Not attending HoD Detentions Not completing OSHD Continued presence in out of bounds area Continued refusal to follow staff instructions in out of classroom situation	Head of Year
Disrespect	Minor	Student intentionally delivers socially rude or dismissive messages to adults or students.	Shouting back at a staff member A single instance of minor, verbal put-down or inappropriate comment	Supervising staff
	Major		Inappropriate gestures to staff Aggressive, inappropriate language either face to face or online Using targeted words or gestures that directly offensive to another	Head of Year
Disruption	Minor	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Moving or seeking/avoiding sensory input without interrupting the learning, e.g. getting up and sharpening a pencil Learning resources not ready	Supervising staff
	Major		Sustained yelling, talking, calling out, talking, asking irrelevant questions, interfering with neighbour or behaviour that interrupt learning activities Continued refusal to have learning resources ready Leaving seat without permission	Curriculum HOD
Dress Code	Major	Student wears clothing that is not within the dress code guidelines defined by the school.	Refuses to go to uniform exchange Refuses to change item Does not complete detention	Year Co
Falsifying documents	Major	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Forges documents, writes note to explain absence, signs permission note instead of parent	Head of Year

One School Behaviour Category	Minor/ Major	Definition	Example	Management
Fighting	Minor	Student is involved in mutual participation in an incident involving physical violence.	Playful pushing, shoving, barging, silly and inappropriate rough play Accidentally knocking into another student in the playground or when passing in transition	
	Major		Assaulting another student with or without an object <ul style="list-style-type: none"> Fighting, hurting another: punching, hitting, head butting, choking, scratching, spitting, slapping, tackling, pushing, tripping, sack wack, kicking, pushing a sharp object into another (e.g. scissors, pen etc.) another with the intent to cause injury, 	Head of Year
Harassment	Minor	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	One off: verbal altercation/conflict, name-calling, written note One off inappropriate engagement on social media Saying something in the heat of the moment with no intention of action	Supervising staff
	Major		Statements made on social media and online messenger services including forwarding or posting videos of fights Using racially offensive comments to students or staff	Head of Year
Other Charge related suspension	Major	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	Only used if directed	Head of Year
Physical aggression	Minor	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Unspecific or ambiguous statements threatening the safety of others Saying things in the heat of the moment with no intention to follow through	Supervising staff
	Major		Direct statement aimed at intimidating an adult or a student; e.g. "I know where you live" "Snitch", "squaring up" to a staff member in an intimidating manner Blocking a staff member from exiting a classroom with intent Statements threatening the safety of others with the apparent intent and ability to follow through, including making threats, inciting violence with other students or making direct statements of an intention to fight another person Unwanted physical contact of a sexual nature	Head of Year

One School Behaviour Category	Minor/ Major	Definition	Example	Management
Property Damage	Minor	Student participates in an activity that results in destruction, damage or disfigurement of property.	Non example – accidentally breaking equipment	Supervising staff
	Major		Deliberate actions including graffiti/vandalism	Head of Year
Property misuse causing risk to others	Minor	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Deliberately damaging someone else's belongings or school property without limiting the item's functionality Falling through a window, breaking it, while playing inappropriately Swinging on a chair or rocking a desk	Supervising staff
	Major		Includes use of water pistols Throwing a ball at person on purpose	Head of Year
Refusal to participate in the educational program of the school	Minor	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Students fails to participate in tasks during lesson Isolated incidents of <ul style="list-style-type: none"> Late arrival to class or school without a legitimate reason unable to find class due to room change Refusing to line up before entering a class or follow STARS Refusing to move to an allocated seat, falling asleep in class Not having learning resources or diary or not adhering to diary processes 	Classroom teacher
	Major		Continual refusal to participate in class tasks over a period of time Continued pattern of being late to class Not attending Classroom Teacher detentions Refusal to go to buddy class Not submitting assessment on due date	Curriculum HOD
Substance misconduct involving illegal substances	Major	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Consuming or in possession of marijuana or other drugs brought to school Illegal implements required – eg bong	Head of Year
Substance misconduct involving tobacco and other legal substances	Major	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Smoking or vaping Deliberately sprays an aerosol deodorant Brings, or consumes alcohol at school Energy Drinks, chewing gum	Head of Year

One School Behaviour Category	Minor/ Major	Definition	Example	Management
Technology violation	Minor	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Persistently visits non-curriculum websites Sharing of/ logging on with other's passwords infrequent occurrence Using VPN, first time Making posts on social media about others with no intent Student uses device without permission and hands in when directed	Supervising staff
	Major		Intentionally accessing restricted areas or changing, the school's IT network Using personal IT devices in class, including phones, smart watch, tablets Using VPN, after warning Filming staff/ students without permission Posting on social media, or forwarding, inappropriate footage, inc. fights Using a staff member's password Student uses device without permission and does no hand in when directed	Head of Year
Theft	Major	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Steals items	Head of Year
Truancy (out of class)	Minor	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	1 st time instance of not attending a class	Classroom teacher
	Major		2 nd time/pattern of not attending a subject	Curriculum HOD
			A pattern over a variety of subjects, or time of day	Year Co
Truancy (out of school)	Major	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Leaves school ground without permission &/or signing out	Head of Year
Use/possession of combustibles	Major	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Matches, lighters, firecrackers, petrol, lighter fluid, aerosols (paint/deodorant)	Head of Year
Use/Possession of weapons	Major	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Knives and guns, gel blasters, taser, pocket knives	Head of Year

School Policies

Bundamba SSC 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 Bundamba SSC and will be removed if found in a student's possession:

- energy drinks (e.g., "V", Mother, Monster, Rockstar, Red Bull)
- 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
- Vapes
- 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. This ban also includes any item that can be used as a weapon, for example a chisel.

Knives needed for school activities (e.g., art rooms, manual arts workshops and hospitality kitchens) will be provided by the school, and the use of them will be supervised by school staff.

***Medication:*

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

Principal or delegated staff at Bundamba SSC:

- 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);

Parents of students at Bundamba SSC:

- 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 Bundamba SSC 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 delegate that the property is available for collection.

Students of Bundamba SSC:

- 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 Bundamba SSC 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 delegate it is available for collection.

Use of mobile phones and other devices by students

Rationale

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 and wearable devices. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

On the 6 July 2023, the Minister for Education announced the introduction of a state-wide decision that personal technology devices in Queensland schools from 2024 will be “**Away for the Day**”. The increased ownership of mobile phones requires that College administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly.

The ‘Away for the day’ policy at Bundamba State Secondary College aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile devices
- support our college to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students, away from screens
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying or accessing harmful content.

Bundamba State Secondary College has established the following Acceptable Use Policy for mobile phones that provides stakeholders with guidelines for the appropriate use of mobile phones during school hours. Bundamba State Secondary College accepts that parents give their students mobile phones to protect them from everyday risks involving personal safety e.g., whilst travelling alone on public transport commuting to and from school.

The Acceptable Use Policy also applies during excursions, camps and extra-curricular activities. In the case of college camps involving overnight stay, the College does not permit students attending to use mobile phones. (Staff contact details will be made available to parents for emergency purposes).

To support a culture of students disconnecting to reconnect so our students can focus on their learning, Bundamba State Secondary has a non-visible mobile phone and ear phones, during class time, transitions between classes, and at breaktimes.

This policy has been developed by using Education Queensland Guidelines for Appropriate Use of Mobile Phones by Students. For the purpose of this policy, a portable media device such as iPod, mp3 player and similar will be classed as a mobile phone and subject to the same acceptable use as mobile phones.

This policy does not apply to school-owned digital devices or to **BYOD devices** brought to school by students

Implementation

It is the responsibility of students to adhere to the guidelines outlined in this document.

College Expectations:	<ul style="list-style-type: none">• Mobile phones (including headphones and wireless earbuds) are to be non-visible from the first bell at 8.40 to the end of school bell at 2.50pm. Students are able to use their phones before and after school. Smart watches need to be in aeroplane mode.• If a student needs to contact a parent/carer during the day, they can request for this to be done at the office.• Students are not permitted to use mobile phones or wearable devices to make payments at the college's tuckshop. Students are able to make payments using physical bank cards or cash• Some adjustments may occur where it supports a student's wellbeing/learning who have a current medical diagnosis or neurodivergent needs.• Any mobile phone (including headphones) used during the day will be confiscated. The student will be directed by a member of staff to hand their phone into the Head of Years office. If students follow this instruction there are no further actions or consequences other than to collect the phone at the end of the day.• If the student is being told to hand their phone into the HoY office on a regular basis this will also lead to a consequence.• If a student refuses to follow a teacher's direction, as a result of violating the mobile phone policy, they will face a referral to the Head of Year. Further repeated refusals could lead to a suspension as a consequence
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Theft or Damage

- Students are required to mark their mobile phone clearly and ensure that they are stored in a safe and secure place.
- Mobile phones which are found in the College should be handed in to college office.
- The College accepts no responsibility for replacing lost, stolen or damaged mobile phones or for students who lose or have their mobile phones stolen while travelling to and from school. Their security is wholly in the hands of the student.
- It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g., by other students, or if stolen). Students should not share their password/pin numbers.

Inappropriate Conduct

Disciplinary actions will be applied should students engage in the following behaviours:

- using a mobile phone to gain advantage in exams or assessments.
- using an in-phone camera to photograph, video or records other individuals including staff, without their consent.
- using a mobile phone to engage in personal attacks, harass or post private information about another person using the social media, SMS messages, taking/sending photos or objectionable images, and phone calls.

It is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if actions as sanctioned by the College are deemed ineffective, as with all such incidents, the College may consider it appropriate to refer the matter to police.

While using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Bundamba SSC 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 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 and further consequences including possible school disciplinary absences.
- 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.

Preventing and responding to bullying

Rationale

Bundamba SSC's anti-bullying procedures are a part of our Positive Behaviour for Learning (PBL) support processes. Students are explicitly taught expected behaviours and receive positive reinforcement for demonstrating college expectations. PBL and Wellbeing lessons have been developed with an explicit focus preventing on bullying and harassment, as well as strategies for students to prevent and respond to instances of bullying and harassment.

Purpose

Bundamba SSC strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures,
- raising achievement and attendance,
- promoting equality and diversity, and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Bundamba SSC. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our college community's expectations and endeavors for supporting all students.

Bullying behaviours that will not be tolerated at Bundamba SSC includes direct, indirect, physical, emotional, cyber, social, covert or overt actions. Some examples include:

Bully Behaviour	Example
Indirect and covert social bullying	You and your friends repeatedly move away every time a particular student comes near.
Direct and overt social bullying	You and your friends repeatedly tell a certain person that they cannot sit with you at lunch.
Direct and overt cyber bullying	You start a fake Facebook account and start posting rumours about a certain person at your school and encourage other to like and share it.
Indirect and overt cyber bullying	You hear some really nasty gossip about someone at your school. You didn't make it up or start the rumour. You post on you social media account that night, "Hey I heard that..., is it true?" and then you tag all your friends.
Direct and covert physical bullying	During a soccer game at lunch, you and your friend have a secret signal to encourage each other to kick the ball 'accidentally' at a certain student's face.
Direct and covert social and emotional bullying	You smile and laugh, and whisper to your friends while looking at a certain person in your class. You make sure they can see you doing it. You aren't actually saying anything mean about that person, but you know that they think you are.

At Bundamba SSC, there is broad agreement among students, staff and parents/carers that bullying is not the same as conflict. The generally accepted definition of bullying is that it:

- is repeated and ongoing
- involves a misuse of power
- involves behaviours that cause significant harm

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 Bundamba SSC our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Students are asked to always report bullying to a member of staff as soon as possible when it is seen or experienced.

Bullying related to disability, race, age or sex could constitute a breach of the law according to Australian discrimination laws. Behaviour of this nature affecting the College will be considered a serious violation of BSSC expectations. Please see the following for further details:

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Prevention

If students experience peer relationship issues that are not ongoing and repeat power and are not causing significant harm, the problem is likely to be conflict a

Students are taught to THINK first, before taking action when there is a problem in classroom and assists the students to 'filter out' minor issues that they can not post on social media and not engaging in gossip. If, after using this filter, problem, more detailed problem-solving strategies are taught. If the student is still in need of adult assistance is required.

Many bullying behaviours are maintained through the actions of bystanders. They may react in ways that may increase the likelihood of it occurring again in the future. Reaction may be or simply standing and watching, rather than intervening to help the person being bullied. Whilst our college does not encourage students to place themselves at risk, our anti-bullying procedures involve teaching staff and students a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced.

Our college-wide prevention strategies include:

- Universal behaviour support processes through PBL will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying and harassment.
- All students know our four College Expectations of Respect, Pride, Responsibility and Empowerment.
- All students are explicitly taught our four College Values and the behaviours that lie under each of these across a variety of areas in the College.
- All students are explicitly taught to recognise all forms of bullying and harassment, and how to respond appropriately. These lessons are scheduled to occur at the same time in order to maintain consistency of skill acquisition across the College.
- All students are taught how to have Respectful Relationships through the college Wellbeing program and BCC (Bundamba Care Class).
- All students are taught pro-active strategies to support their friends in times of conflict through the College Wellbeing program.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and positively interacting as they supervise and move through the grounds.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bundamba SSC takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Bundamba SSC records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into OneSchool and can be recalled as summary report at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process

The following flowchart explains the actions Bundamba SSC 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.



Bundamba SSC - Bullying response flowchart for teachers

Please note this progression may be adjusted depending on the unique circumstances and risk associated with each situation.

Key contacts for students and parents to report bullying:

Head of Year Level; Deputy Principal

Head of Special Education Services



Cyberbullying

Cyberbullying is treated at Bundamba SSC 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 a staff member or make a report to a Head of Year or Deputy Principal in Upper Administration. Parents wishing to make a report should contact the relevant Head of Year.

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 Bundamba SSC 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 or Deputy Principal.

Bundamba SSC - 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](#).

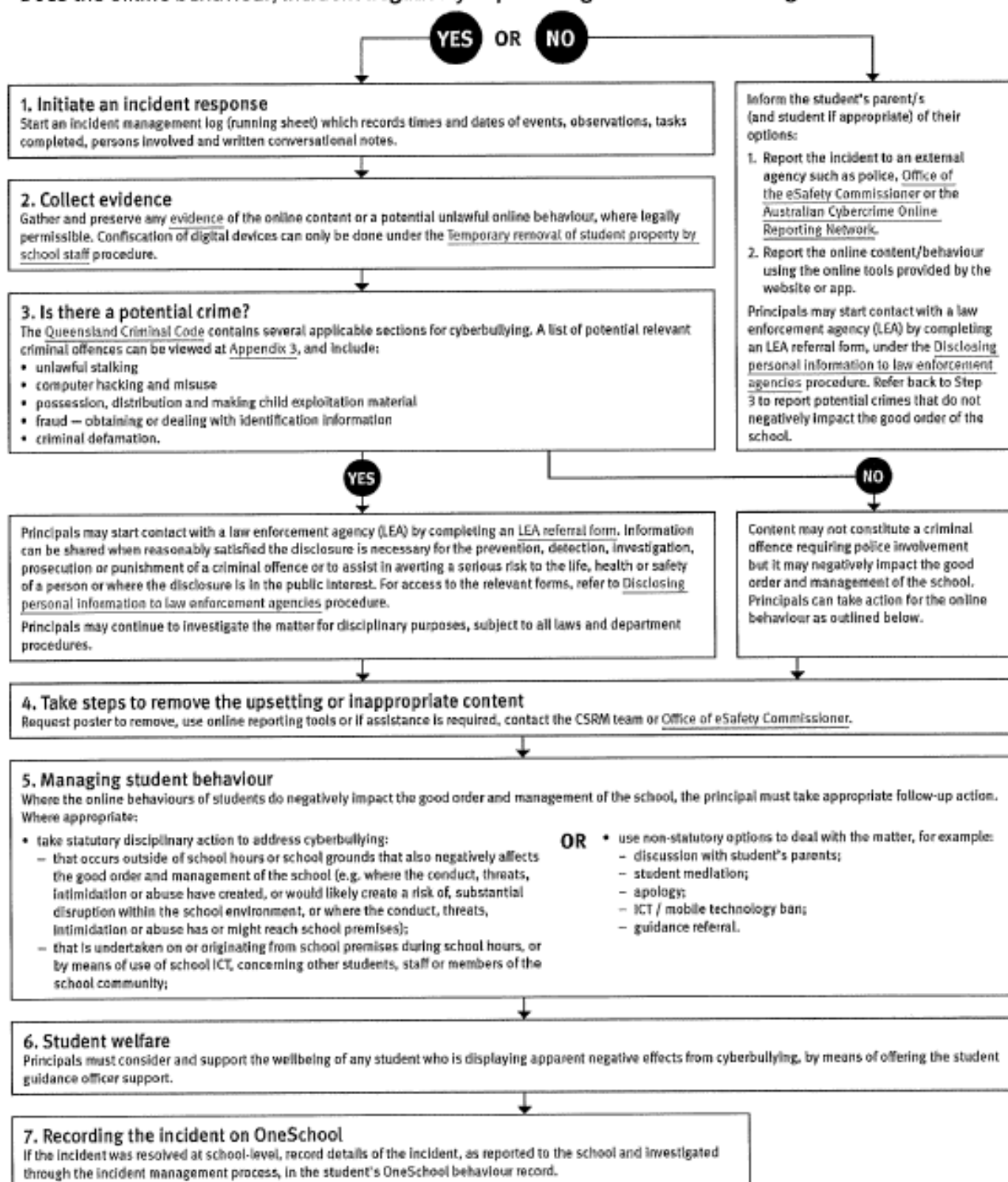
Explicit images

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?



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

Bundamba SSC 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 Support Network 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 Bundamba SSC 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 withdrawal from classes or break times, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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.

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

Staff at Bundamba SSC need to respond to student behaviour that presents a risk of physical harm to the student themselves or to others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly.

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.

Related Procedures and Guidelines

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

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

Conclusion

Bundamba SSC are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [school's directory](#).

Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

External review: contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.qov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [student protection procedure](#).

complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Resources

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