



Burnside State High School

Student Code of Conduct 2023-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Kerri Dunn

Principal Signature: 

Date: 16-01-2023

P/C President: Gayre Christie

P/C President Signature: 

Date: 16-01-2023

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Purpose

Burnside State High School is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Our purpose at Burnside State High School is to achieve the best possible educational outcomes for all students where they have an opportunity to engage in quality learning experiences and acquire values supportive of their lifelong learning

Our values of:

- Care
- Consideration and
- Co-operation, ensure our focus is on teaching and learning in a safe, respectful and disciplined learning environment.

Burnside State High School's Student Code of Conduct focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Student Code of Conduct provides a framework for teaching students how to develop strong, quality relationships with others and to use positive and appropriate behaviours, which demonstrate respect for themselves and others, and are acceptable within the community.

At Burnside State High School our motto is “**SMALLER, SMARTER, SAFER**”

SMALLER – with a total enrolment of approximately 900 students, the opportunity for staff and students to develop positive relationships is stronger. Our class sizes, also, are very low, averaging less than 25 students per class across all grade levels, with some as low as 12. This personalises learning and improves the rapport between teacher, parents and students. Being a smaller school enables us to beautify our playground areas, and maintain them well, so that students have an attractive, comfortable environment in and outside of the classroom.

SMARTER – our learning and teaching is supported by state of the art technology, including new computers across the school, higher than average computer-to-student ratios, Smartboards and/or digital media technology available to every teaching space on campus.

Flexible learning options are explored for all grade levels, thus catering for the individual needs of students. These include off-campus programs such as TAFE Nambour, and On-Line Learning, as well as school-based programs such as our award winning STEMM Program, Distance Education and Virtual Schooling. Leading initiatives include Horizons Laptop Program and Volleyball Excellence. These are our Excellence Programs from Years 7-10.

SAFER – we are proud of the fact that our incidents of violence are negligible. Higher than average staff-to-student ratios ensure supervision of students is beyond minimum requirements. A pro-active rather than reactive approach to behaviour management has set the positive tone across the school. Our Student Support Services Team works diligently towards facilitating a safe school environment, as well as a fun one. Regular student versus teacher challenges and inter- grade challenges are a highlight.

Burnside State High School has an off-campus flexi-school – Students with a Goal (SWAG) – which has a maximum enrolment of 12 students, and is located at the TAFE.

Principal's Foreword

Burnside State High School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Burnside State High School has three core values, Care, Consideration, and Co-operation.

Care	For self and others
Consideration	Act in accordance with principles of moral and ethical conduct
Co-operation	Be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute positively to society and take care of the environment

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

The Burnside State High School's Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Burnside State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The school's purpose: "*To achieve the best possible educational outcomes for all students*" and school values are displayed in all classrooms. Students and parents can talk about the school values that underpin the school expectations around behaviour.

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

Consultation

Burnside State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2020. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016-2020 also informed the development process. The schools participation in both its Quadrennial School Review and School Review outcomes have informed practise.

The Plan was reviewed and endorsed by the Principal, the President of the P&C and Regional Director in October 2020 as required in legislation. It will be reviewed again as part of the next Quadrennial School Review in 2024.

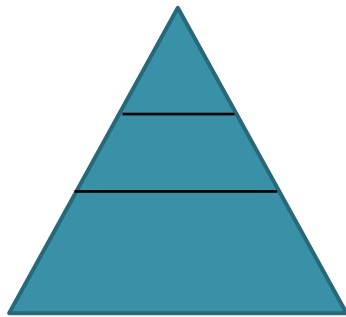
The Burnside State High School Student Code of Conduct is focused on supporting and promoting positive behaviours of all students while acknowledging that some students choose ineffective behaviours to meet their needs and that these will be addressed within a framework of positive behaviour support and will support the schools Learning and Well Being framework.

Learning and Behaviour Statement

All areas of Burnside State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Multi-Tiered Systems of Support

Burnside State High School, like many schools, has a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties in being self-managed. Approximately 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning.



Intensive Behaviour Support
(approximately 2-5%)

Targeted Behaviour Support
(approximately 10 - 15%)

Universal Behaviour Support
(80-90% of students)

Burnside State High School applies a standard for monitoring student's efforts towards becoming self-managed.

Universal Behaviour Support

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

Burnside State High School's learning and wellbeing framework ensures connection of the elements of curriculum, environment, policy and community that enhance wellbeing for learning and life.

Burnside State High School promotes self-managed behaviour through our Code of Conduct.

- Care for self, others, learning and the environment.
- Consideration of the teacher as well as fellow students.
- Co-operation towards all members of the school community.

All students are encouraged to reflect on indicators of the above expectations i.e. what would we see people doing if they were caring of each other?

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Matrix outlines our agreed rules and positively states behavioural expectations in all school settings. (Appendix 3)

Therefore, **all members of our school community are committed to:**

- Showing respect and care for others.
- Taking care of personal belongings and the belongings of others.
- Following Code of Conduct.
- Helping others work and learn.
- Maintaining our school as a safe, clean, healthy and happy place.
- Respecting others' ways and ideas.
- Being honest, friendly and caring.
- Sorting out problems fairly and calmly.

Our Proactive Approach

Classroom teachers are encouraged and supported to develop the following attributes in all students:

- Self-Awareness (identifying emotions and recognising strengths).
- Social Awareness (perspective taking and accepting diversity).
- Self-Management (managing emotions and goal setting).
- Responsible Decision Making (analysing situations, assuming personal responsibility, respecting others and problem solving).
- Relationship Skills (communication, building relationships, negotiation and refusal).

It is also in this area that issues around bullying and cyber bullying are addressed and proactive and preventative strategies are taught and rehearsed. Positive reinforcement is a well-documented means of promoting acceptable and appropriate behaviours. Classroom teachers, administration and support staff regularly reinforce positive behaviour through actions such as;

- praise through the Gotcha tickets;
- sending positive behaviour postcards to the student's home address
- inviting students on rewards excursions and activities;
- encouraging leadership opportunities and appointment as Peer Mentors and school leaders
- verbal encouragement
- privileges and incentives

Active participation in school activities is taught through;

- Extra-curricular and co-curricular activities
- Student Representative Council
- Peer Mentor roles
- Duke Of Edinburgh
- Indigenous students participating in programs
- International Buddies
- School celebrations that foster student participation and success
- Behaviour incentives

Classes

- Negotiated class expectations related to school expectations.
- Least to most intrusive management of behaviour.
- Provision of a psychologically nurturing environment.
- Consistency of language and approach across the school.

- Non-coercive approaches that encourage self-evaluation are used.
- Appropriate behaviour is recognised at Assemblies
- School expectations matrix is displayed in all rooms

Individuals

- Each individual student's self-management needs are identified and addressed.
- Counselling and support available to every child in the classroom, playground or office.
- The District Advisory Visiting Teacher - Behaviour may be available to work with identified children to assist with the provision of counselling, development of Individual Behaviour Support Plans, and teacher support.
- All students are constantly encouraged to use self-evaluation in regard to self-improvement.
- All students complete a Self-Management Profile on themselves each semester as part of the reporting process.
- Appropriate behaviour is recognised through Gotchas, prizes, special recognition certificates, postcards home and Principal Awards (occur twice per year as part of the reporting process).

Teachers

- Are encouraged to attend professional development in behaviour support.
- Are encouraged to use non-coercive approaches that encourage self-evaluation with students.

Parents

- A three way partnership between student, parents and the school is encouraged.
- Parent involvement in the classroom is encouraged.
- Support and counselling is available to parents through our Guidance Officer and/or School Chaplain.
- All new students and parents are introduced to the requirements of these procedures and plans and the uniform code.

Targeted Behaviour Support

1. Teacher Support

Teachers implement planned and incidental strategies in the classroom and playground to teach effective work habits, to develop social skills and to build a good rapport with and between students. Minor breaches of behaviour are dealt with by the staff member in charge of the group. Targeted behaviour support occurs where students consistently breach the school's Student Code of Conduct for Students and the classroom expectations. This includes but is not limited to:

- Inappropriate verbal language.
- Inappropriate physical movement or positioning.
- Harassment/bullying.
- Physical contact (bumping, pushing).
- Misuse of IT/Social Media
- Disruption.
- Littering.
- Lateness.

Teachers support students through the following targeted interventions:

- Relationship building with students through one on one support with curriculum work, proximity in the classroom.
- A whole school approach to harassment.
- Use of recognition to target support and encourage on-task and appropriate behaviour.
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers use records of student behaviour and targeted support to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Deputy Principal for referral to a member of the Student Support Services Team.

The Student Support Services Team members include:

- School Co-ordinators (Junior and Senior School).
- School Nurse.
- Chaplain.
- Youth Worker.
- Guidance Officer.

The Student Support Services Team, along with the teacher and the parents, develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support.
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'retreat' area from the classroom.
- Use of 'Time Out' passes.
- Student flexible arrangements.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and Principal or Heads of Department are focussed on a coordinated approach to setting a more positive pattern of behaviour.

Intensive Behaviour Support

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

A Functional Behavioural Assessment is integrated, as appropriate, throughout the process of developing, reviewing and revising the student's Individual Behaviour Support Plan. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child and Youth Mental Health, Qld Health, Department of Child Safety,

Police, Local Council, and Neighbourhood Centre. Burnside State High School is also a SCEDLINQ school.

Following the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the Individual Support Plan:

- Work with the Teacher – Behaviour.
- Counselling with the school Guidance Officer.
- Modified timetable or attendance (e.g. United Synergies Youth Connections).
- Referral pathway to SWAG (students with a goal) with ongoing monitoring of outcomes.
- Delivery of group/individual programs like Rock n Water and Challenge activities.
- Work preparation programs (e.g. Cadet).
- Use of external providers to deliver programs (e.g.
- Teacher Aide support through school.
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner/Paediatrician.
- Youth Support Co-ordinator.
- Community Solutions (COSY).
- Work Experience.
- Referral to STEMM: Supporting Teenagers with Education, Mothering and Mentoring.

Student Wellbeing

Burnside State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are 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 Burnside State High School, we provide age-appropriate drug and 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.

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

Burnside State High School 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

Burnside State High School 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

Burnside State High School 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 School 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.

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

Mental health

Burnside State High School 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

Burnside State High School 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, Burnside State High School 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, Burnside State High School 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, Burnside State High School staff immediately enact the School 'Responding to Critical Incidents' Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Burnside State High School 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 Burnside State High School 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 Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Dean of Students, Malcolm Smith on the school phone number.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • Assists 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.
School-Based Psychologist	<ul style="list-style-type: none"> • Provides professional support and information for students, parents, carers and school communities that facilitate partnerships in decision making for the enhancement of all students' learning. • Undertake individual and group counselling and therapeutic interventions with students, parents and families to assist them in resolving personal or relationship concerns. • Provide advice on diagnoses provided by external professionals and monitor students' progress.

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 and angry ○ sexual health ○ smoking, alcohol and other drugs.
School-Based Chaplain	<ul style="list-style-type: none"> • Social and/or emotional support — assisting students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs. • Spiritual support — providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs. • Mentoring — acting as a role model for students and assisting in the development of supportive relationships for, with, and among students. • Community development — enhancing the links between the school and its community, working with school-based support staff and community-based youth organisations and networks to support students. • Extra-curricular activities — participating in general school activities, for example, camps, excursions, sports days or coaching team sports.
Head of Department/ Head of Year Level	<ul style="list-style-type: none"> • Provide leadership and guidance for the implementation of innovative measures aimed at improving student learning outcomes and attendance in schools where a significant percentage of students may have a disadvantaged background, ensuring quality learning outcomes for all students. • Monitor students' individual performance and behaviour and develop and implement intervention strategies where necessary. • Communicate and work with parents and staff to develop strategies to improve learning outcomes, student achievements and attendance. • Liaise with external agencies to support new arrivals and their families through integrating them into the new environment, and incorporating the holistic needs of new students including academic, social and emotional.
Youth Support Coordinator	<ul style="list-style-type: none"> • Provides individual and, at times, 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 ○ drug and alcohol support needs ○ relationships/social skills ○ social/emotional/physical wellbeing.

Whole School Approach to Discipline

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with your student's Head of Department, Head of Year, or a member of the administration team.

School Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three school expectations in place for students, of Care, Consideration and Co-operation.

Students

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



School Expectations Matrix

	Whole School	Classroom	School Grounds	To and From School/Off Campus
Care	<ul style="list-style-type: none"> Treat property with respect. Treat all members of the school community with respect. Resolve conflicts and disagreements without physical or verbal aggression. Make safe choices. Keep hands, feet, objects and inappropriate comments to yourself. Keep dangerous or banned items out of school. 	<ul style="list-style-type: none"> Use equipment and materials correctly. Follow the safety rules for each classroom. Enter a room only when a teacher is present. Look and listen whilst others are speaking. 	<ul style="list-style-type: none"> Keep pathways and stairwells clear to allow movement. Keep the area around you clean. Report non-identified visitors on the school grounds to staff immediately. Behave in a safe manner in the playground. Play contact games under teacher supervision. 	<ul style="list-style-type: none"> Show respect, courtesy and manners to others in the wider community. Remain inside the school grounds from the time you arrive at school until the end of the school day. Follow the directions of the lolly-pop person on duty. Wear your uniform correctly and with pride.
Consideration	<ul style="list-style-type: none"> Be polite to all members of the school community. Treat all members of the school community with respect. Use appropriate language at all times. Use technology only as per Computer Use Agreement. 	<ul style="list-style-type: none"> Allow the teachers to manage the learning environment. Bring the correct equipment to class, including school diary. Attend the class on time. Ensure you meet all assessment deadlines. 	<ul style="list-style-type: none"> Use toilets appropriately. 	<ul style="list-style-type: none"> Respect other road and footpath users. Follow all traffic laws.
Co-operation	<ul style="list-style-type: none"> Follow the directions and requests of school staff. Speak politely and respectfully at all times. Mobile phones and music devices are to be kept off and out of sight at all times. Be in the right place at the right time. 	<ul style="list-style-type: none"> Remove your hat when in a room. Remain in the classroom unless otherwise directed by a teacher. Participate your best in class activities. Leave bags in the area designated by the teacher. 	<ul style="list-style-type: none"> Follow canteen procedures. Report injuries/incidents to staff immediately. 	<ul style="list-style-type: none"> Follow all bus procedures If arriving late or leaving early remember to sign in and out. Hand in skateboards and scooters to the administration block upon arrival at school.

Smaller, Smarter, Safer

Consideration of Individual Circumstances

Staff at Burnside State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

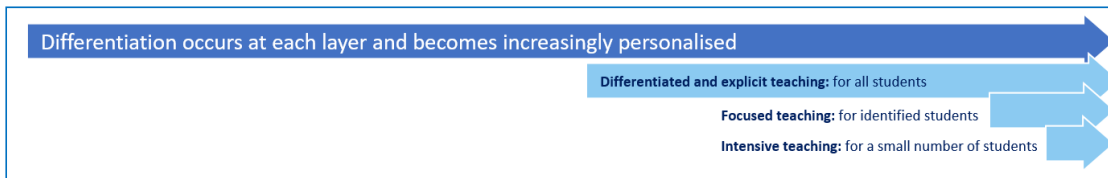
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Focused Teaching

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

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

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

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

Burnside State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations, including:

- Principal
- Deputy Principals
- Parents
- Teachers
- Heads of Department
- Head of Years 10-12
- Administration Staff
- Guidance Officer
- School Chaplain
- Youth Support Coordinator
- School-based Nurse

Support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Department of Communities (Child Safety Services)
- Queensland Police Service

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Following the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the Individual Support Plan:

- Work with the Teacher – Behaviour.
- Counselling with the school Guidance Officer.
- Modified timetable or attendance (e.g. United Synergies Youth Connections).
- Referral pathway to SWAG (students with a goal) with ongoing monitoring of outcomes.
- Delivery of group/individual programs like Rock n Water and Challenge activities.
- Work preparation programs (e.g. Cadet).
- Use of external providers to deliver programs (e.g. Teacher Aide support through school.
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner/Paediatrician.
- Youth Support Co-ordinator.
- Community Solutions (COSY).
- Work Experience.
- Referral to STEMM: Supporting Teenagers with Education, Mothering and Mentoring.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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



Department of Education
Burnside State High School

Instrument of Authorisation

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

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

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

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

The effect of this authorisation is as follows:

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

Kerri Dunn
Burnside State High School
Queensland Department of Education

Date 16/01/2023



Burnside State
High School

Smaller Smarter Safer

Department of Education
Burnside State High School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

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

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

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

Kerri Dunn
Burnside State High School
Queensland Department of Education

Date 16/01/2023



Burnside State
High School

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Department of Education
Burnside State High School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Kerri Dunn, Principal of Burnside State High School, **authorise** the persons who are from time to time the holders of the position of Head of Department/Head of Year at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Head of Department/Head of Year who tells a student of my decision to suspend that student, acts in my name.

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

Kerri Dunn
Burnside State High School
Queensland Department of Education

Date 16/01/2023

Disciplinary Consequences

At Burnside State High School individual class teachers are primarily responsible for dealing with minor infringements of this school's plan. Heads of Department, HOSES and/or Deputy Principals become responsible for responding to students who exhibit persistent or extreme unacceptable behaviour. The application of any consequences should be supportive, fair, logical and consistent.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school's Plan is *targeted* and/or *intensive behaviour support*. Students who display chronic ineffective behaviours are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed – this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student¹. Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination. All consequences are in accord with the *Education (General Provisions) Act 1989* and with the student behaviour policies of Education Queensland.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, are applied consistently, calmly, firmly and without prejudice towards individual children.

Consistent

A consistent approach to student behaviour occurs across the school. Consistent consequences are applied so that they:

- Provide the opportunity for all students to learn
- Ensure the safety of all staff and students, and
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions

Strategies to implement supportive, fair, logical and consistent consequences include graduated processes of support for managing inappropriate student behaviour

- In the classroom, and
- In non-classroom settings (e.g. playground, walkways, undercover areas, assembly)²
- On day trips, camps and excursions

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A redirection procedure. The staff member takes the student aside and:
 1. Names the behaviour that the student is displaying
 2. Asks student to name expected school behaviour
 3. States and explains expected school behaviour if necessary
 4. Gives positive verbal acknowledgement for expected school behaviour

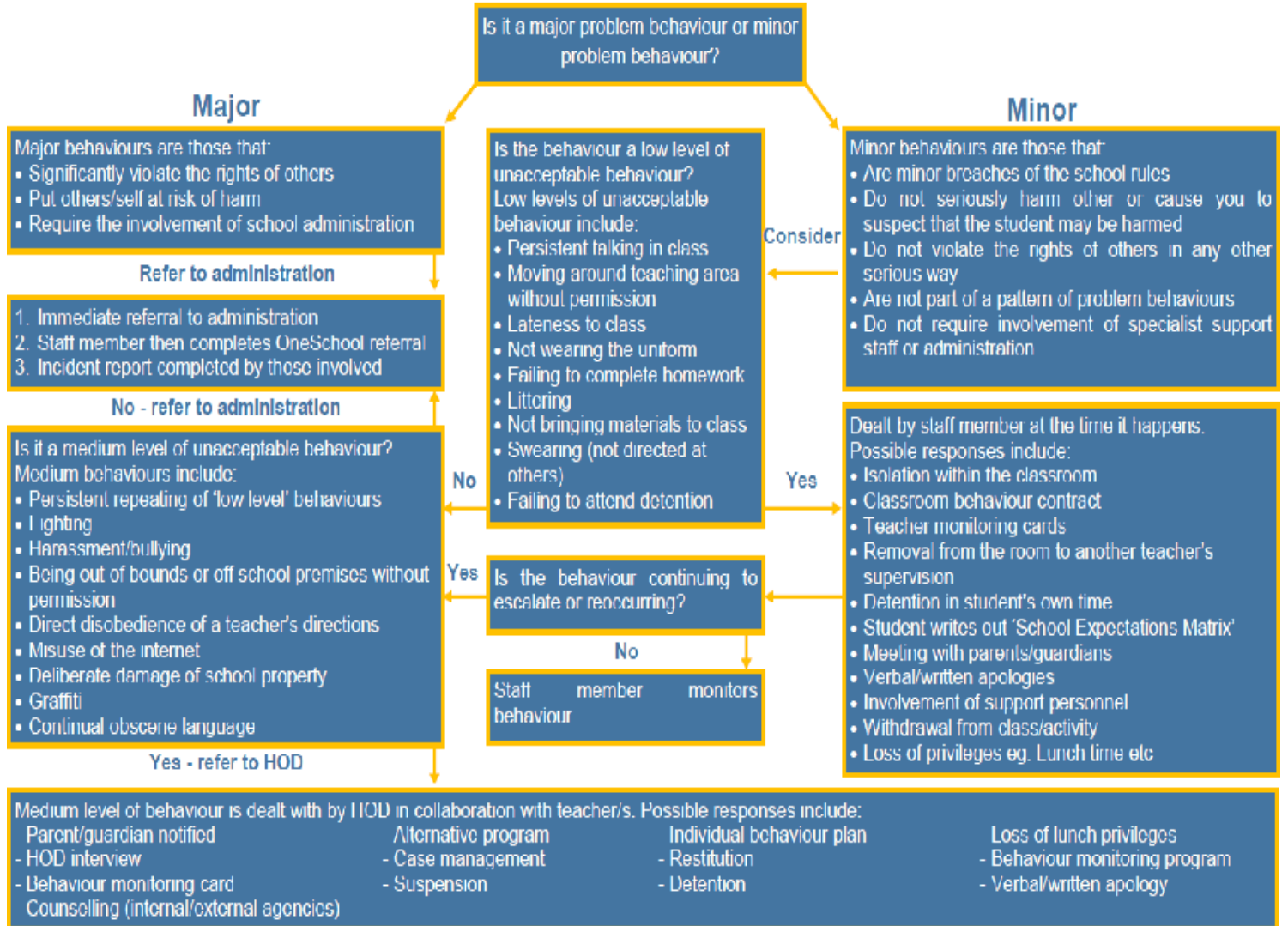
Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then completes a OneSchool referral.

The flowchart below outlines how staff at Burnside State High School may respond to both Minor and Major behaviours.

Burnside State High School Behaviour Management Flowchart



Examples of low levels of unacceptable behaviour and possible responses

Inappropriate Behaviours	Possible Responses
<p style="text-align: center;"><i>This list is not exhaustive</i></p> <ul style="list-style-type: none"> • Persistent talking in class • Moving around teaching area without permission • Lateness to class • Not wearing the uniform as per uniform policy • Failing to complete homework • Littering • Not bringing materials to class • Swearing (not directed at others) • Failing to attend detention 	<p style="text-align: center;"><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <ul style="list-style-type: none"> • Isolation within the classroom • Classroom behaviour contract • Teacher monitoring cards/charts • Removal from the room to another teacher's supervision • Detention in student's own time • Student writes out 'Code of Conduct Summary Sheet' • Meeting with parents/guardians • Verbal/written apologies • Restitution • Involvement of support personnel • Building/grounds improvement • Withdrawal from class/activity • Loss of privileges e.g. lunch passes, lunch hour etc.

Examples of medium levels of unacceptable behaviour and possible responses

Inappropriate Behaviours	Possible Responses
<p><i>This list is not exhaustive</i></p> <ul style="list-style-type: none"> • Persistent repeating of 'low level' behaviours • Fighting • Harassment/bullying • Being out of bounds or off school premises without permission • Direct disobedience of a teacher's directions • Misuse of the internet • Deliberate damage of school property • Graffiti • Continual obscene language (not directed at teacher) • Possessing banned items such as aerosol cans (appendix 6), drug promoting materials, permanent markers, lighters/ matches, pornography, racist materials, replica weapons, false documents. 	<p><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <ul style="list-style-type: none"> • Parents/guardians notified • HOD interview • Behaviour monitoring card • Detention • Loss of lunch privileges • Alternative program • Case management • Suspension • Counselling (internal/external agencies) • Behaviour monitoring program • Individual behaviour plan • Restitution • Banned item confiscated • Verbal/written apology

Examples of high levels of unacceptable behaviour and possible responses

Inappropriate Behaviours	Possible Responses
<p style="text-align: center;"><i>This list is not exhaustive</i></p> <p style="text-align: center;">Illegal actions</p> <ul style="list-style-type: none"> • Theft • Physical assault of staff/students • Abusive language directed toward staff member • Sexual harassment • Selling/possessing/using illegal drugs • Consumption/possession/selling of alcohol • Smoking/selling/possession of cigarettes • Vandalism • Dangerous, careless and/or threatening actions at school or while travelling to and from school <p>Disobedience, misconduct and/or conduct prejudicial to the good order and management of the school</p> <ul style="list-style-type: none"> • Conduct prejudicial to the good order and management of the school (NB: this includes incidents that occur outside of school grounds, school times and/or via social internet/multimedia, that negatively affect the good order, management and reputation of the school in a significant manner) • Persistent disobedience and refusal to allow others to enjoy quality learning • Bringing weapons to school e.g. knives and weapons (appendix 4) • Harassment/bullying • Racist language or behaviour • Continual refusal to comply with the school's Behaviour Management Policy • Unacceptable moral behaviour • Inappropriate intimacy • Repeated truancy • Cheating/plagiarism • Failure to comply with the requirements of the area of study currently undertaken • Bringing the school, staff or other students into disrepute through internet social networking sites, YouTube, MSN or texting inappropriate words/images/sounds 	<p style="text-align: center;"><i>This list is not exhaustive and 1 or more responses may be applied depending on the situation.</i></p> <ul style="list-style-type: none"> • Parents/guardians notified • Administration interview • Alternative program • Counselling (internal/external agencies) • Suspension • Exclusion • Police notified • Behaviour monitoring program • Behaviour improvement condition • Individual behaviour plan • Restitution • Verbal/written apology • Cancellation of enrolment • If the incident constitutes a serious criminal offence on school grounds, in an emergency the Principal contact police immediately by telephone and follows up using SP-4: Report of Suspected Harm or Risk of Harm form

Note please

1. Principals will make determinations on what they contest has reasonably occurred based around the balance of probabilities from the evidence gathered.
2. Principals have the right to exclude a student on the following grounds:
 - Disobedience and/or
 - Misconduct and/or
 - Other conduct prejudicial to the good order and management of the school
 - Student's contravention of a Behaviour Improvement Condition (BIC)
 - For behaviour that is so serious that suspension is inadequate to deal with the behaviour
3. Breaches of the aforementioned "Unacceptable Behaviour" could result in varying lengths/numbers of detentions, withdrawals, suspensions or total exclusion from the school and/or confiscation of items. Responses are not necessarily sequential or cumulative for each offence, but may be dependent on the situation.
4. Hands, feet and objects being kept to self is an expectation for all students at Burnside State High 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 Burnside State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

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

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

Responsibilities

State school staff at Burnside State High School:

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

Parents of students at Burnside State High School

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

Students of Burnside State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Burnside State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Burnside State High School has a policy of **no mobile phones**. If a parent ever needs to contact a student during the school day, they are able to contact the office and a message will be forwarded onto the student directly. On rare occasions a student may need a mobile phone before or after school. On these occasions, mobile phones should be left at the school office before class starts and then collected again at the end of the school day.

There are three steps for students who are found to bring a mobile phone to school:

- **First occasion** – phone is confiscated by administration until the end of the day
- **Second occasion** – phone is confiscated by administration until the end of the day
- **Third occasion** – phone is confiscated by administration and has to be collected by a parent

Preventing and responding to bullying & cyber-bullying

Bullying is an issue in every Queensland school. Bullying is a deliberate act to hurt someone physically, verbally or psychologically. Bullying is an issue of power. Bullying behaviours at school may include:

- Hitting, kicking, punching, pushing, tripping, flicking, shoving, spitting, throwing objects, sexual abuse.
- Hiding, damaging or destroying property belonging to someone else or playing tricks, pranks or stunts.
- Making someone give money, food or other property against their will.
- Non-physical: threatening any of the above physical behaviours. Threatening to 'get' someone or singling out someone or unfair treatment.
- Name-calling, using offensive, hurtful or abusive language, making comments the other person finds offensive.
- Inappropriate use of SMS, email or use of public internet pages.
- Putting others down, spreading rumours.
- Repeatedly giving hurtful looks, rude gestures or making faces at someone. Yelling, slamming doors, windows or throwing objects at or in

- response to someone.
- Leaving someone out of a group or process on purpose.
- Writing offensive messages or emails about or to someone.
- Distributing offensive pictures, photos or comments on social media.

What does Burnside State High School do to prevent bullying?

- Burnside State High School makes reference to aspects of bullying within the curriculum and there is a zero tolerance to bullying policy.
- There is ongoing explanation and discussion of our bullying policy (see flowchart) with students individually and on year parades.
- Monitoring of the teaching and learning environment by teachers and administration both inside and outside the classroom.
- Collection and analysis of relevant student behavioural data.

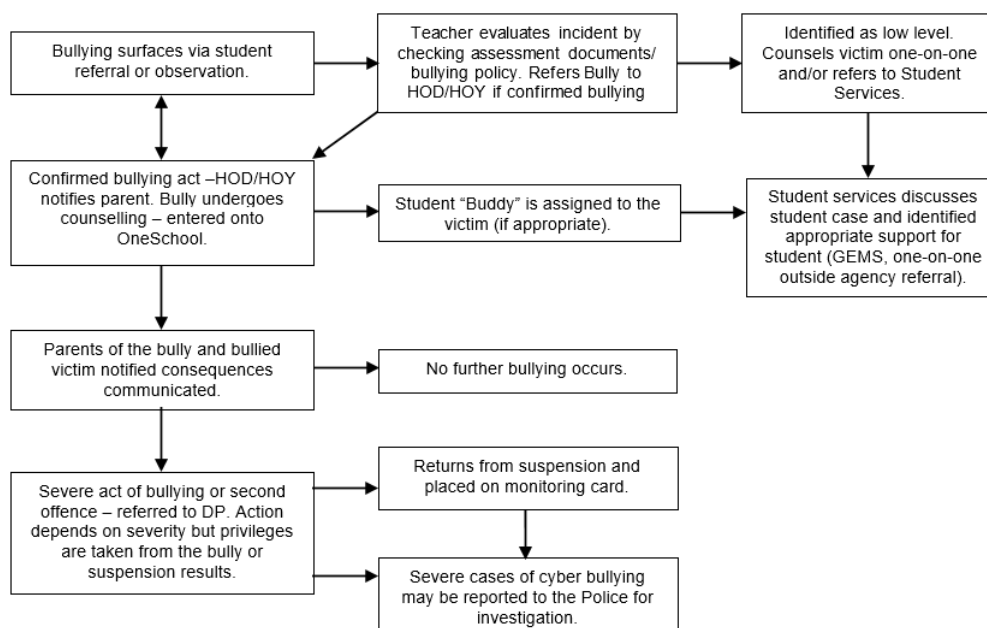
What to do if you are bullied

At Burnside State High School, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents:

- **Report it now!** Tell the whole story – including anything that you may have done before or after the event. Remember that the bullying will continue if those responsible think they can get away with their behaviour.
- At Burnside State High School the process is clear: If you are identified as a bully you will receive a consequence. If you are found doing it again – **suspension follows in most cases**. If bullying behaviour is ongoing and persistent (despite intervention and support) and is considered conduct that is prejudicial to the good order and management of the school, then the Principal may determine that the behaviour is so serious that external suspension is inadequate and will consider exclusion.

Bullying – we say “NO WAY”

Burnside State High School Bullying Intervention and Support Flowchart



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant Head of Department, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Burnside State High School may face in-school disciplinary action, such as detention, 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.

Burnside State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

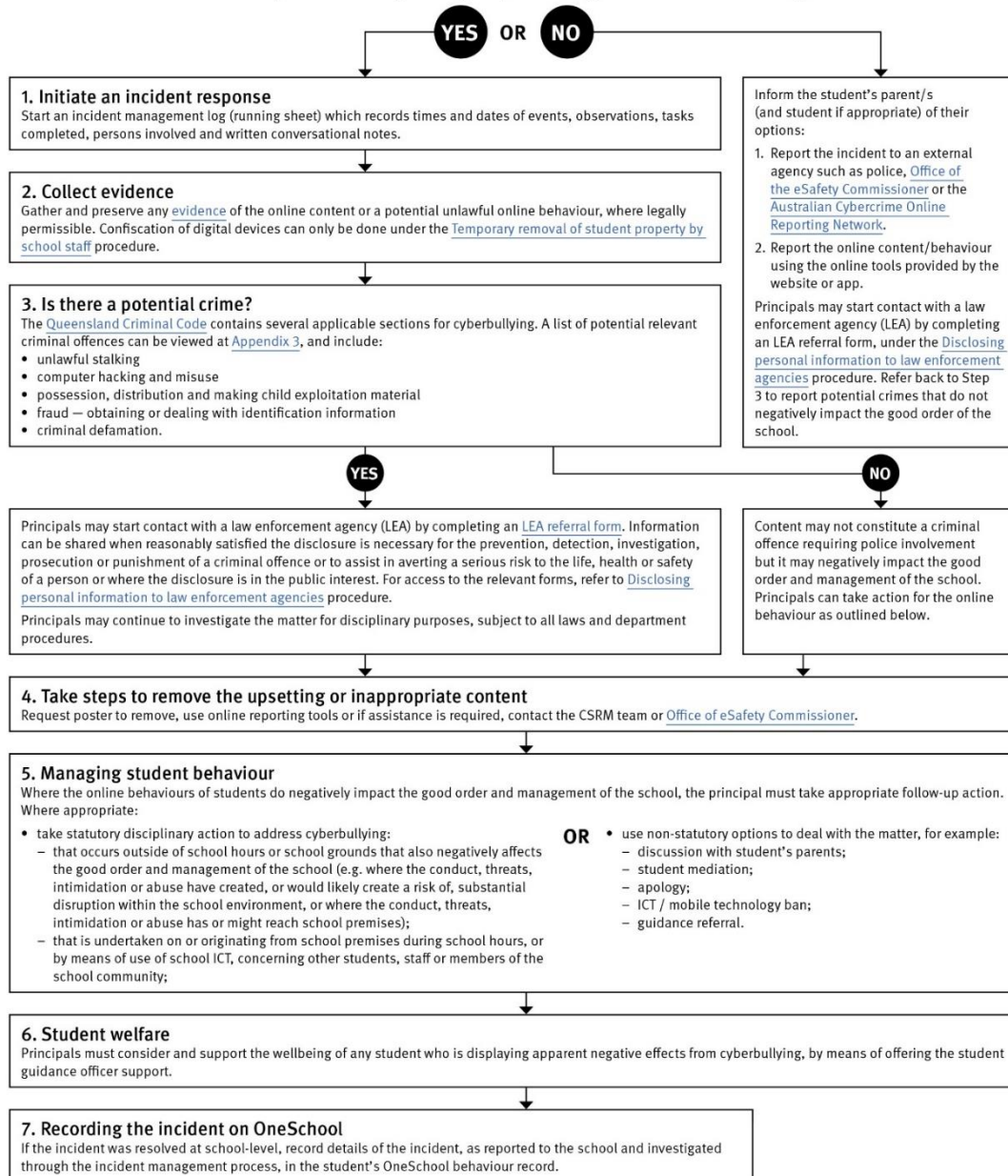
Explicit images

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

Report

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

Burnside State High School 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 Burnside State High School 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.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

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

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

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

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

- 3. External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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](#).