



Burpengary Meadows
State School

Student Code of Conduct 2023-2026

Equity and Excellence

Delivering a high equity, high quality early childhood and education system which provides a strong start for all children and supports every student to realise their potential.

<https://alt-qed.qed.qld.gov.au/our-publications/strategiesandplans/Documents/strategic-plan-2024-28.pdf>

Contact Information

Postal address:	153 Rowley Rd, Burpengary, Q 4505
Phone:	07 3491 4333
Email:	burpengarymeadowsss@eq.edu.au
School website address:	www.burpengarymeadows.eq.edu.au
Contact Person:	Mr Stuart Hovey (Principal)

Endorsement

Principal Name: Stuart Hovey

Principal Signature:



Date: 2nd of December 2023

P/C President and-or
School Council Chair Jessica Van Kempen
Name:

P/C President
Signature:



Date: 2nd of December 2023

Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
Consultation	7
Learning and Behaviour Statement	8
Whole School Approach to Discipline	10
PBL Expectations	10
Multi-Tiered System of Support	13
Differentiated and Explicit Teaching	13
Focussed Teaching	14
Intensive Teaching	14
Preventative Behaviour Support	15
Targeted Behaviour Support	17
Intensive Behaviour Support	17
Disciplinary Consequences	18
Consideration of Individual Circumstances	19
Investigating Incidents	19
School Disciplinary Absences	22
Student Wellbeing	26
Student Support Network	28
School Policies	29
Temporary Removal of Student Property	29
Use of Mobile Phones and other Devices by Students	31
Preventing and Responding to Bullying	33
Dress Code/ Uniform	40
Appropriate Use of Social Media	42
Restrictive Practices	44
Critical Incidents	45
Related Procedures and Guidelines	46
Resources	47
Conclusion	49

Purpose

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

The **Burpengary Meadows State School 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 members of 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

The **Student Code of Conduct** outlines the responsibilities and processes in place to promote a safe, supportive and disciplined learning environment at Burpengary Meadows State School. It supports all community members to understand and meet their obligations to maintain good order and management of the school and to ensure all students can participate in and gain positive outcomes.

Burpengary Meadows State 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.

Burpengary Meadows State School has three core values - 'Be Safe. Be Kind. Be a Learner.'

Be Safe.

We make choices that ensure that we are not putting ourselves or others at risk of harm.

Be Kind.

We show courtesy and respect and treat others the way that we might like to be treated.

Be a Learner.

We value learning and we do our best. We persevere and respect the rights of others to learn also.

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.

Burpengary Meadows State School staff take an educative approach to discipline. Our staff believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our **Student Code of Conduct** provides an overview of the school's local policies. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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



Stuart Hovey
Principal

P&C Statement of Support

As president of the Burpengary Meadows State School P&C Committee, I am proud to support the **Student Code of Conduct**. The inclusive, transparent consultation process led by Mr Stuart Hovey and his team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the **Burpengary Meadows State School Student Code of Conduct**, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the **Burpengary Meadows State School 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 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 Burpengary Meadows State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the school about these types of problems.

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



Jess Van Kempen
P & C President

Consultation

The consultation process used to inform the development of the **Burpengary Meadows State School Student Code of Conduct** occurred as follows:

The school's PBL Committee meets regularly as part of the school's committee structure. The PBL Committee constantly reviews the school's processes and practices across the school.

In the second phase, the **Student Code of Conduct** draft document was developed by the administration team in response to staff feedback and data provided by key stakeholders through such tools as the School Opinion Survey.

Once the draft was developed, staff, parents (via the P&C) and regional resources were consulted for feedback regarding the new **Student Code of Conduct**. From this feedback, the final draft of the document was refined and adopted.

A communication strategy has been developed to support the implementation of the **Burpengary Meadows State School Student Code of Conduct**, including promotion through the school website, weekly newsletter, email footer links of staff emails and community updates via social media platforms. Any families who require assistance to access a copy of the **Burpengary Meadows State School Student Code of Conduct**, including translation to a suitable language, are encouraged to contact the Principal.

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

Learning and Behaviour Statement

Burpengary Meadows State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. All members of the Burpengary Meadows school community will feel valued, safe and supported on their learning journey. There is an acceptance and respect of the cultural diversity of the outside school community. Through supportive professional development opportunities, educators are kept abreast of current knowledge and practices concerning ongoing learner's needs. Teachers will be proactive in embedding academic and life long learning skills that will enable all students to become active and informed citizens in both the local and global context and who recognise the need to be proactive in caring for our environment.

Our **Student Code of Conduct** outlines our systems for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Burpengary Meadows State 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.

All areas of Burpengary Meadows State School are teaching and learning 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. We are implementing **Queensland Department of Education's Student Code of Conduct** in conjunction with **Essential Skills for Classroom Management (ESCM)**.

The Burpengary Meadows School Community believes:

- in the development of respect for the safety and well being of all its members
- in respecting the right of teachers and students to teach and learn to reach their potential
- all members of the school community should feel safe and valued in respecting the traditions of the school, state and nation

This will be achieved through:

- the provision of quality curriculum programs that respond to the needs of all and fosters full participation
- the promotion and fostering of socially acceptable patterns of behaviours that are non-discriminatory, non-violent and equitable
- fostering and developing a sense of pride throughout the entire school community
- the development by students, of responsibility for their own actions
- continual reflection and self-monitoring

VALUES AND BELIEFS WITHIN BURPENGARY MEADOWS STATE SCHOOL

We believe quality teaching and learning is enhanced when LEARNERS:

• are valued	• want to learn
• are challenged with success	• gain competence
• see purpose in learning	• are responsible
• derive enjoyment	• are active participants
• are respectful of adults and each other	

We believe quality teaching and learning is enhanced when TEACHERS:

• are enthusiastic and competent	• are caring
• provide appropriate role models	• cater for diverse needs
• accept responsibility	• extend learners
• clarify expectation	• are respectful of students, parents and caregivers
• value their relationship with students	

We believe quality teaching and learning is enhanced when PARENTS:

• participate in school activities	• are supportive
• communicate with their child/ children	• uphold the goals and traditions of the school
• have an active role in education	• are respectful of all members of the school community

We believe quality teaching and learning is enhanced when the SCHOOL:

• is welcoming	• provides a secure, caring and challenging environment
• has clearly defined goals	• provides appropriate programs which fulfil learners' needs
• has high expectations	• is open and informative

We believe quality teaching and learning is enhanced when the SCHOOL AND WIDER COMMUNITY:

• is informed	• is actively supportive
• participates in the decision-making process	• values and takes pride in its school
• has a positive attitude to education	

We believe quality teaching and learning is enhanced when QUEENSLAND DEPARTMENT OF EDUCATION AND SCHOOLS:

• give clear direction	• are encouraging and supportive
• communicate openly	• are flexible and forward planning

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

- **Be Safe.**
- **Be Kind.**
- **Be a Learner.**

Whole School Approach to Discipline

Burpengary Meadows State 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 Burpengary Meadows State 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 **Burpengary Meadows State 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 the Principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students - *'Be Safe. Be Kind. Be a Learner'*.

Students

Below is an example of the school's Behaviour Matrix which governs the lessons that are explicitly taught in each of the corresponding areas. The school's PBL Committee constantly reviews the lessons and the matrix to ensure that it is coherent with the latest data sets.

Behavior Matrix

Burpengary Meadows State School Matrix

One team. Every Student. Succeeding.



	Be Safe	Be Kind	A Learner
	I use my High-5		
ALL AREAS	<ul style="list-style-type: none"> I keep my hands, feet and objects to myself I use all equipment for its intended purpose I use digital technology safely I am in the right place at the right time 	<ul style="list-style-type: none"> I follow all staff instructions and school policies I use kind and helpful words I treat the school environment and community with respect I show understanding, acceptance and respect towards others 	<ul style="list-style-type: none"> I respect my own learning and the learning of others I am organised and ready to learn I actively participate in all learning opportunities I am resilient when things don't go my own way.
LEARNING AREAS		<ul style="list-style-type: none"> I raise my hand and wait my turn to speak When an adult raises their hand, I will actively listen 	<ul style="list-style-type: none"> I am an active problem solver
PLAY AREAS	<ul style="list-style-type: none"> I protect myself from the sun I play safely in my correct areas 	<ul style="list-style-type: none"> I take turns and share equipment 	<ul style="list-style-type: none"> I show leadership skills by organising games for other students
EATING AREAS	<ul style="list-style-type: none"> I touch and eat only my food I put my lunchbox in its designated place I take care of my food and belongings 	<ul style="list-style-type: none"> I keep eating areas clean and place all rubbish in the bin I stay seated unless I have permission to move. When an adult raises their hand, I will actively listen I will follow all tuckshop procedures 	
TOILETS	<ul style="list-style-type: none"> I practise good hygiene I move from the toilets safely and promptly I return to my class or play area after using the toilets 	<ul style="list-style-type: none"> I respect others' privacy I use toilets respectfully when I go, flush, wash, leave I keep toilets clean and tidy I report all property damage to a staff member 	<ul style="list-style-type: none"> I remember to use the toilet during my break time
TRANSITIONS	<ul style="list-style-type: none"> I line up in an orderly, respectful and quiet manner I walk safely at school 	<ul style="list-style-type: none"> I walk quietly whilst moving through the school I wait quietly for my teachers' instructions 	<ul style="list-style-type: none"> I manage my time wisely
BEFORE & AFTER SCHOOL	<ul style="list-style-type: none"> I use my bike/scooter safely on school grounds I enter and exit the school using only the designated gates I hand in my electronic devices to the office I go to the designated meeting place as soon as I get to school I sit in my correct area, patiently and quietly 		<ul style="list-style-type: none"> I represent our school values when wearing the school uniform

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

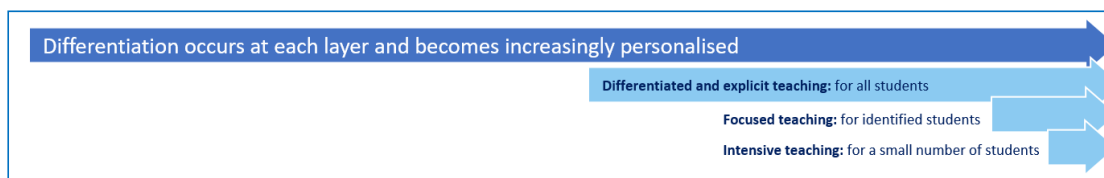
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use various means of notifying parents about school news, excursions or events.
You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focussed approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Multi-Tiered Systems of Support

Burpengary Meadows State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS schools, staff match increasingly intensive interventions to the identified needs of individual students.

In the context of Burpengary Meadows State School, staff have a key role in teaching students to act in accordance with school expectations. Behaviour support is an important part of the work undertaken in schools each day and is an area of education that has an extensive evidence base to inform the preventative and responsive actions that are most likely to support students to meet behaviour expectations.



In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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.

Differentiated and Explicit Teaching

Burpengary Meadows State 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 Burpengary Meadows State 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.

Focussed Teaching

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

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

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

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

Burpengary Meadows State School has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. These staff and their roles are listed later in this document.

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 or case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Preventative Behaviour Support (Differentiated and Focussed Teaching)

Staff at Burpengary Meadows State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' consequences include redirections, giving choices and following through, including removal to Buddy Class and/or Reflection Room for repeated low-level problem behaviours.

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made

A set of behavioural expectations has been attached to each of our three school rules. These expectations communicate specific behavioural expectations aligned with each element of the school's **Student Code of Conduct**. This table can be found in the appendices at the end of this document.

The first step in facilitating standards of positive behaviour is communicating these standards to all students. At Burpengary Meadows State 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- behaviour lessons conducted by classroom teachers
- reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Burpengary Meadows State School implements the following proactive and preventative processes and strategies to support student behaviour:

- regular inclusion of behaviour processes in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- BMSS Behaviour Leadership Team regularly provides information to staff and parents, and support to others in sharing successful practices
- comprehensive induction programs in the **Burpengary Meadows State School Student Code of Conduct** delivered to new teachers
- individual support documents (e.g. profiles, plans) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings

At Burpengary Meadows State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Each teacher is responsible for classroom behavioural recognition through the implementation of a Classroom Management Plan. This plan has the approval of the Principal and can be displayed in the classroom and communicated to parents, students and incoming teachers. It provides consistency and continuity in the classroom.

Responsible Behaviour Passport:

At Burpengary Meadows State School, we are committed to fostering a positive, inclusive, and respectful learning environment where all students, staff, and community members feel safe, valued, and supported.

The 2025 Responsible Behaviour Passport is designed to provide clear expectations for students, staff and families while promoting our school values of Be Safe, Be Kind, and Be a Learner. This framework aims to equip students with the social and emotional skills necessary to thrive both academically and socially, therefore embodying our school vision of One Team. Every Student. Succeeding.

The Responsible Behaviour Passport has been developed to support students across the entire developmental spectrum. Each criterion is structured into four distinct developmental stages:

A student at Working Towards requires consistent support to make appropriate choices across various situations. This includes guidance in recognising and understanding the consequences of their actions.

A student demonstrating the Gold standard behaviour, usually makes appropriate choices both independently and with minimal direction and support.

A student demonstrating the Pearl standard behaviour, consistently and independently makes appropriate choices regarding their conduct.

A student demonstrating Diamond, exhibits an advanced understanding serving as a role model and demonstrating leadership within the school community.

To support students' personal growth throughout the year, teachers and students will establish short-term Responsible Behaviour Goals.

This approach enables teachers to set clear expectations, monitor progress, and offer targeted support for students' social and emotional development. It also provides students with a clear understanding of the expectations that contribute to their long-term goals.

Award Eligibility:

Students must demonstrate ALL 12 behaviour expectations within a level, to be awarded an overall level. If a student has demonstrated behaviour expectations across more than one level, the student is recorded at being at the lowest level for that term.

Example:

A student has demonstrated 11 criteria at Gold, but has one at Working Toward, the student is recorded being at Working Toward overall for the term. The behaviour expectation at Working Toward, becomes the new goal.

Responsible Behaviour Celebrations:

The Responsible Behaviour Celebrations will take place in Week 10 of each term. Students who have achieved a Gold level or higher will be eligible to attend the whole-school events.

Those who exceed the Gold level will be eligible for additional rewards. Each student will also receive a certificate acknowledging their overall achievement for the term.

Students who receive a "Working Toward" rating for the term will not be eligible to participate in the whole-school events. Classroom teachers will work closely with these students, using a reflection tool to help them identify areas for improvement and support them in working towards their personal goals.

Targeted Behaviour Support

Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Intensive Behaviour Support

Within all schools individualised services for few students (2-5%) who require the most intensive support a school can provide, are required. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Analysis) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaching, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Each year a small number of students at Burpengary Meadows are identified as needing a little bit extra in the way of targeted and/or intensive behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Working as partners, parents and teachers can assist students experiencing difficulties, to improve their attitudes and behaviours.

Disciplinary Consequences

The disciplinary consequences model used at Burpengary Meadows State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

In developing a consistent plan of (re)action for behaviour support, it is important to remember that the goal of discipline is to teach students to act in accordance with Burpengary Meadows State School's behaviour expectations. This is different from punishment, which is not designed to teach but to subject a student to a penalty for not acting in accordance with school expectations.

Burpengary Meadows State School staff take into account general principles when considering applying a disciplinary consequence. Staff should:

- undertake an assessment of the student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students
 - the conduct of a student may include an omission to perform an act by the student
- the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours. An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a suspension, exclusion or cancellation of enrolment only as a strategy of last resort
- document disciplinary consequences and reasons in the individual student's OneSchool record

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

For a small number of students, between 2 and 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.

Consideration of Individual Circumstances

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

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

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.

Investigating Incidents

Following an incident, it is important that the information collection process is thorough and provides all parties involved with an opportunity to present their version of events. Clear, consistent processes for gathering information can strengthen the quality of the decision and better inform the responses of staff and the Principal to the incident.

Burpengary Meadows State School staff will ensure procedural fairness (also known as natural justice) is provided to all students involved, this usually requires putting the facts to students and keeping an accurate record of their responses. Students have the right to hear allegations and respond.

To build an accurate picture of the event, staff may want to seek a statement or report from the student.

The Principal must have confidence in the evidence produced before making a decision about a school disciplinary absence.

Below is a list of possible disciplinary outcomes at Burpengary Meadows State School. Please note this list is not exhaustive and other consequences may be used as appropriate.

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 practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room

Targeted

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
- Token economy
- 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
- Reflection Room
- Discipline Improvement Plan

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
- Discipline Improvement Plan
- 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 Burpengary Meadows State 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 inappropriate 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.

Suspension 1–10 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is restricted to the Principal. Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the Principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

A short suspension is from 1 to 10 school days, and the student or parents are not able to appeal the Principal's decision. The **Student Code of Conduct** describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour.

Grounds for Suspension

The Education (General Provisions) Act 2006 provides authority for the Principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be grounds for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff

Suspension 11–20 school days

A long suspension is 11 to 20 school days. Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the Principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The student or their parent is entitled to appeal to the Director-General, Department of Education (or their delegate) for a review of a long suspension decision. It is important to consider that imposing the full period of 20 school days means the student will be out of school for four weeks, or nearly half a regular school term.

The **Student Code of Conduct** describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour.

Grounds for suspension

The Education (General Provisions) Act 2006 provides authority for the Principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;

Re-entry to school following 1–10 or 11–20 days suspension

Students who are suspended from Burpengary Meadows State School are 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 is 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 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.

The school's approach to re-entry following suspension is documented in the **Student Code of Conduct**, so that expectations are clear to the student, parents and staff. During the re-entry meeting, the following procedures will be followed:

- provision of OneSchool records to parents about student behaviour
- support provided to prevent reoccurrence of problem behaviour
- opportunities for ongoing monitoring and communication between school and family
- plan for support

The focus of the re-entry process is to welcome the student back to school and provide clear guidance on the supports available to assist their success moving forward.

Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year, or permanently. Principals can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools, however only the Director-General has the authority to exclude students from certain or all state schools.

Exclusion is the most serious disciplinary action that any school Principal can take against a student, and must only be used if other disciplinary consequences are demonstrably inadequate to deal with the student's behaviour.

Prior to making a decision about the suitability of an exclusion as a disciplinary consequence, the Principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

The **Student Code of Conduct** describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour.

Grounds for exclusion

The Education (General Provisions) Act 2006 provides authority for the Principal of a state school to exclude a student from their school on the ground/s of:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);

- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to remain enrolled at the school;
- if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also ground for exclusion if:

- the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

The student or their parents may submit an appeal to the Director-General to request a review of an exclusion decision. For permanent exclusions, a periodic review submission may be submitted to the Director-General or delegate in each calendar year until the student turns 24 years of age.

Principals must ensure the student and parent have at least five school days of receiving the proposed exclusion decision notice to provide relevant additional information or responses to allegations prior to making their final decision. Utilising registered post or courier to give the student and parent the decision notice ensures an accurate record of the date the notice was received.

Once the five school days have lapsed, Principals can consider all of the available information and finalise their decision within 20 school days after giving the student the proposed exclusion notice.

Student Wellbeing

Burpengary Meadows State 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 **Queensland Department of Education 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.

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 Burpengary Meadows State School, we provide age-appropriate education that reinforces public health and safety messages.

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.

Specialised health needs

Burpengary Meadows State 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

Burpengary Meadows State 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.

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

Mental health

Burpengary Meadows State 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

Burpengary Meadows State 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 the student in the first instance, and where necessary provide first aid. In all other situations, Burpengary Meadows State 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, Burpengary Meadows State 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, Burpengary Meadows State School 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.

Student Support Network

Burpengary Meadows State 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 Burpengary Meadows State 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 school office.

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.
Deputy Principals	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students • responsible for student welfare at each year level • provides continuity of contact for students and their families through the seven years of schooling • ensures students feel safe and comfortable and want to come to school
Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

School Policies

Burpengary Meadows State 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
- School Dress Code
- 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 Burpengary Meadows State 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 Burpengary Meadows State 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 Burpengary Meadows State 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 **Burpengary Meadows State 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 Burpengary Meadows State 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 Burpengary Meadows State 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

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

In consultation with the broader school community, Burpengary Meadows State School has determined that all mobile phones and personal electronic devices are to be handed in to the school office before the beginning

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned from School (but not limited to)

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft and also the potential for misuse and distraction/disruption to teaching and learning. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Please note smart watches that possess the capability to send or receive phone calls/ text messages/ photographs or to take photographs or videos are not permitted at school at any time.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required or may only be returned in the presence of a parent at the Principal's discretion.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once may not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be:

- Clearly labelled with the student's name
- Signed in at the school office upon arrival at school
- Signed out upon departure

Personal technology devices may never be used by students during the school day or on school property.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Burpengary Meadows State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among

the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- Recording; and/or
- Disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Preventing and Responding to bullying

Burpengary Meadows State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education lead to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology, information and digital

education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Burpengary Meadows State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Burpengary Meadows State School 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.

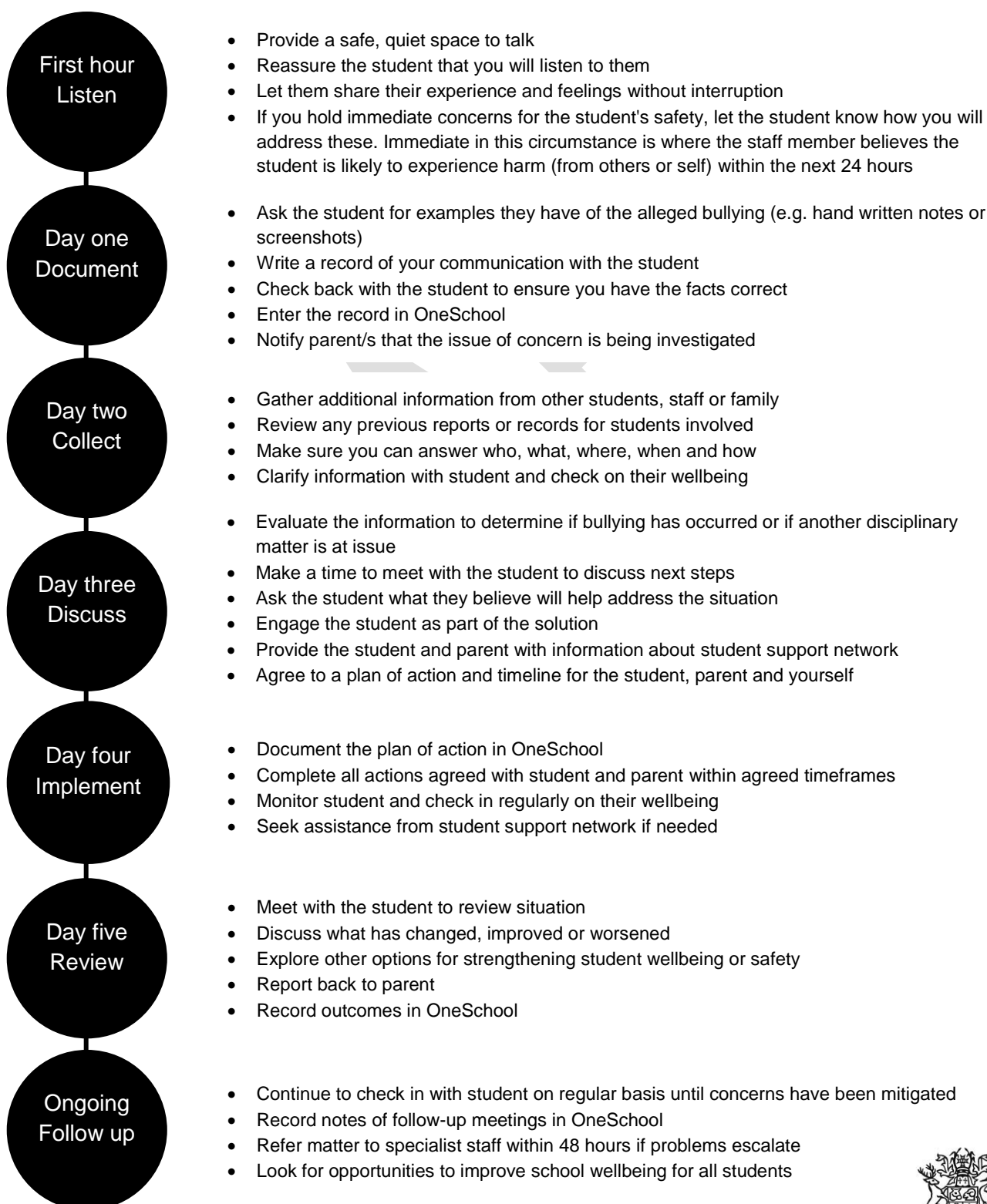
Burpengary Meadows State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principals- Lower School (P-2) Tanya Sutton / Upper School (3-6) Matt King



Cyberbullying

Cyberbullying is treated at Burpengary Meadows State 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 regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels).

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 Burpengary Meadows State School 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.

Burpengary Meadows State 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](#).

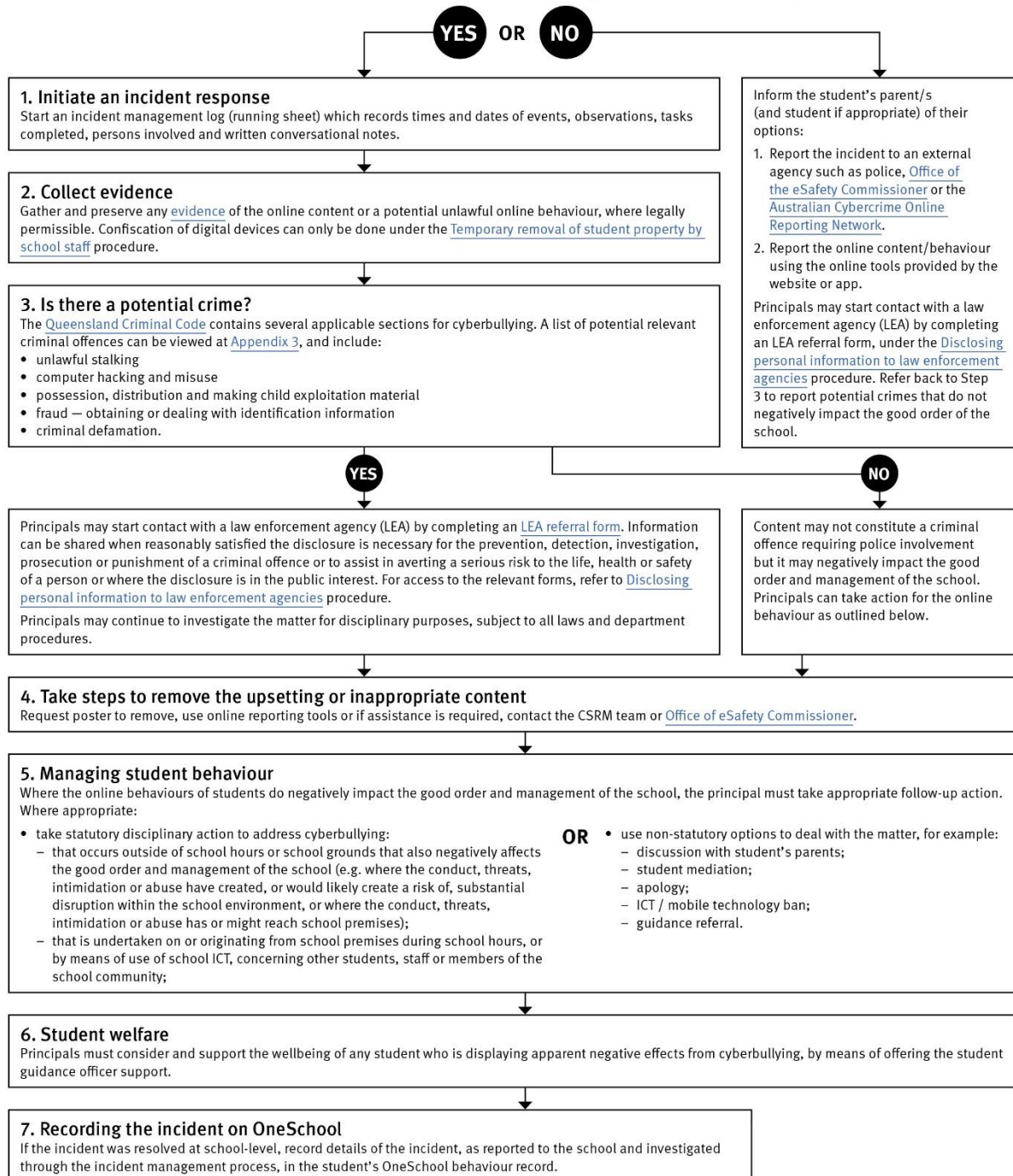
Explicit images

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 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

Burpengary Meadows State 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 Burpengary Meadows State 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. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Burpengary Meadows State School – Anti-Bullying Compact

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

Burpengary Meadows State School – Anti-Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

BMSS Student Dress Code

Our students are required to:

- wear the school uniform on a daily basis
- be of neat and tidy appearance at all times
- wear enclosed shoes
- wear a wide brimmed navy hat while engaged in outdoor activities
- wear the uniform when representing our school in community activities

Our Dress Code enables students to participate fully in all school activities and contributes to, and supports, a healthy and safe learning environment in compliance with Anti-Discrimination Act 1991 (Qld), Workplace Health and Safety Act 1989 (Qld), and Gender Equity in Education Policy Statement 1992. Our uniforms reflect current recommended Departmental Sun Safety material and style.

Principles

Our Dress Code addresses all of the following principles:

- Responsiveness and sensitivity
- Access and participation
- Upholding community expectations
- School community awareness
- Continuity and fair trade practice (as adequate availability of full school uniforms cannot be assured through retailers, our school has undertaken to sell uniforms, - hats, shirts, shorts - complying with Policy Statement No. 40)

Our Dress Code takes into account the following considerations:

- Personal comfort
- Non-discrimination between sexes
- Body shape
- Practical religious or cultural considerations
- Socio-economic factors, including mobility patterns of families
- Skin cancer protection
- Particular dress requirements for specific school activities, including extra-curricular activities
- Health and safety, including restriction of jewellery and protective equipment for contact sports
- Commercial supply or competition

Student dress standards should promote the good image of our school and encourage students to uphold and enhance that image.

The Burpengary Meadows State School Student Dress Code consists of an agreed standard and items of clothing, which include a school uniform that students wear when:

- Attending or representing their school
- Travelling to and from school
- Engaging in school activities out of school hours

Students, whilst involved in school activities, are to wear:

The full BMSS school uniform on a daily basis as prescribed by the available choice.

- School designed Polo Shirt – Navy/Red, House Shirt or Senior Shirt (Year 6 only)
- School approved Shorts/Skortts (Standard two-pocket school short only) – Navy. Cargo shorts, board shorts, basketball shorts and football shorts are **not part of the approved uniform**. Boxer shorts or similar underwear should not be seen above or below shorts or skortts.
- School approved broad brimmed hat – navy.
- Predominantly white sports socks

- School shoes must be predominantly white or predominantly black. Multi-coloured laces are not appropriate. Shoe styles must be fully enclosed and support physical activity at school. 'Joggers/Runners' are recommended. Skate shoes and 'slip-on' shoes are not preferred styles. Students are permitted to wear one set of earrings, preferably studs (safety). Other body piercing is not permitted at school.
- Students are not permitted to wear any form of necklace, bracelet or anklet (safety) except for Medic Alert identification or items of religious significance.
- Students are not permitted to wear nail polish, make-up or similar cosmetics. Nails are to be kept at a safe length (e.g. along netball guidelines). Synthetic nails are not permitted.
- Rings are not permitted - unless items of religious significance.
- Students may wear an appropriate watch that does not disrupt the learning of the class. **Smart watches with the capability to communicate with other people, take photos or send and receive text messages are not permitted at school and form part of the digital device policy.**
- Long hair should be kept back to promote good hygiene and so that it doesn't interfere with student learning. Hair ties and head bands are to be plain and practical, and in school colours only.
- Hair styles are to be neat, practical and natural. This includes both hair colour and styling. Inappropriate hair styles include mohawks, tracks and unnatural hair colours (e.g purple, green etc). Excessive use of 'hair product' is strongly discouraged.

Please note that on occasion, uniform-free days (free dress days) may be granted directly by the Principal, or via the P&C or Student Council who negotiate with the Principal to arrange the granting of the right on behalf of the students. In granting this right in exchange for a cash payment, the school community has made a supply of that right to the student in exchange for the consideration of a gold coin. These days are usually to support a school cause or charity.

As per the Queensland Department of Education Policy and Procedure Register, Burpengary Meadows State School reserves the right to impose sanctions on a once only basis per episode of non-compliance with the school dress code. Sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:

- Written communication to the parent to describe the non-compliance and seek to resolve the issue
- Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs)
- Preventing student from attending, or participating in, any activity for which student is representing school, or preventing student from attending or participating in any school activity that is not an essential school educational program.

Where exceptional circumstances or individual student needs exist, the school Principal (or delegate) may enact the following processes at their discretion:

- Temporary exemption processes (e.g. an exemption card)
- Alternative arrangements for a set period of time upon receipt of written request from parent
- Opportunities to wear relevant items of dress code from a bank of items held at school.

The P & C of Burpengary Meadows State School resolves that it supports a student dress code for Burpengary Meadows State School because it believes that a student dress code at Burpengary Meadows State School promotes objectives of the Education (General Provisions) Act 2006. In particular, the P & C of Burpengary Meadows State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school;
- Eliminating distraction of competition in dress and fashion at school;
- Fostering a sense of belonging; and

- Developing mutual respect among students through minimising visible evidence of economic or social differences.

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. Burpengary Meadows State School expects any parents posting photos from school events to public forums or social media platforms seek permission from the parents or carers of other students in the photos prior to publication.

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 Burpengary Meadows State 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 Queensland Department of Education'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 focussed 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](#)

Legislative Delegations

Legislation

In this section of the **Burpengary Meadows State 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](#)

Conclusion

Burpengary Meadows State 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 they 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](#).

