



Bowen State High School

Student Code of Conduct 2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Pam Prichard

Principal Signature:



Date: 27.1.2021

P/C President and-or School Council Chair Name: Nicholas Riley

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



Date: 27.1.2021

Contents

Purpose	4	
Principal's Foreword	5	
P & C statement of support	6	
Data Overview	7	
School Opinion Survey	8	
School Disciplinary Absences (SDA)	9	
Learning and Behaviour Statement	10	
Multi-Tiered Systems of Support	11	
Consideration of Individual Circumstances	12	
Student Wellbeing	13	
Student Support Network	14	
Whole School Approach to Discipline	16	
Behaviour Incidents Minor & Major	18	
PBL Expectations	21	
Differentiated and Explicit Teaching	24	
Focused Teaching	24	
Intensive Teaching	25	
Legislative Delegations	26	
Legislation	26	
Delegations	26	
Disciplinary Consequences	27	
School Policies	32	
Temporary removal of student property	32	
Use of mobile phones and other devices by students	34	
Preventing and responding to bullying	36	
Appropriate use of social media	40	
Restrictive Practices	42	
Critical Incidents	43	
Related Procedures and Guidelines	44	
Resources	45	
Conclusion	46	
Appendix A	Anti Bullying and Harassment Policy	48
Appendix B	Bullying Reporting Process	51

Purpose

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

The Bowen State High 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 in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

All students have opportunities to engage in quality learning experiences under the school's pedagogical framework "Visible Teaching, Visible Learning" and acquire values supportive of their lifelong wellbeing as supported by Bowen State High School's Student Learning and Wellbeing Framework. Student behaviour that does not comply with the expected standard is not acceptable and will be dealt with as outlined in this Student Code of Conduct.

Principal's Foreword

Bowen State High School has a long and proud tradition of providing high quality and inclusive education to all students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Our school is a vibrant, inclusive and exciting place where our students are encouraged to 'Be Prepared for all Things'.

We have an excellent reputation in the wider community for outstanding achievements across academic, sporting and cultural areas and students are provided with opportunities to achieve their personal best. Our school is founded on strong values 'respect, learning and community'. These values form the basis for strong relationships with each other, the way we learn, work and achieve success in a supportive and diverse learning environment.

Our relationship with our parents and the community is strong, and is a key driver of our student success. We welcome and encourage parents to engage fully with the school and the educational experiences of our students. Working together, we can ensure that the students of Bowen State High school continue to achieve their highest potential in and outside of the classroom. Your involvement, partnership and support are greatly appreciated during the school year as we work to continue to build and maintain our programs and processes.

There is no better school in Queensland which provides the opportunities and guidance to achieve during school, gain qualifications to access work, training or university after school and enjoy a range of experiences along the way.

Bowen State High School is a PBL (Positive Behaviour for Learning) school. We ask our students to follow our four core expectations:

Be Responsible	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
Be Respectful	show respect to self, others and your environment
Be Safe	act safely at all times
Be Engaged	actively showing interest, attention to, and interaction in the learning process

These core expectations 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.

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

P&C Statement of Support

As president of the Bowen State High School P&C Committee, I am proud to support the new Student Code of Conduct. Awareness of Bowen State High School's Student Code of Conduct is critical in ensuring that parents are involved in supporting school decisions that are adopted to help support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Bowen State High 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 in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Bowen State High 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 information on pages 33-38 provide an excellent starting point to understand how to approach the school about these types of problems.

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

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are three different confidential surveys for

- parents
- students
- staff.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
their child is getting a good education at school (S2016)	100%	88%	96.7%
this is a good school (S2035)	100%	83.3%	86.7%
their child likes being at this school* (S2001)	87.5%	87.5%	90%
their child feels safe at this school* (S2002)	83.3%	88%	90%
their child's learning needs are being met at this school* (S2003)	95.8%	80%	93.3%
their child is making good progress at this school* (S2004)	100%	92%	93.3%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93.3%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95.8%	84%	90%
teachers at this school motivate their child to learn* (S2007)	100%	97.5%	93.1%
teachers at this school treat students fairly* (S2008)	91.3%	80%	75.9%
they can talk to their child's teachers about their concerns* (S2009)	100%	95.8%	90%
this school works with them to support their child's learning* (S2010)	95.5%	82.6%	86.7%
this school takes parents' opinions seriously* (S2011)	89.5%	80%	77.8%
student behaviour is well managed at this school* (S2012)	79.2%	66.7%	78.6%
this school looks for ways to improve* (S2013)	91.3%	81.8%	84.6%
this school is well maintained* (S2014)	95.8%	100%	93.3%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2017	2018	2019
they are getting a good education at school (S2048)	95.8%	92.6%	83.8%
they like being at their school* (S2036)	82.2%	83.2%	80.6%
they feel safe at their school* (S2037)	85.7%	90.8%	93%
their teachers motivate them to learn* (S2038)	89%	92.6%	87.7%
their teachers expect them to do their best* (S2039)	96.6%	99.2%	97.7%
their teachers provide them with useful feedback about their school work* (S2040)	89.9%	93.3%	91.5%
teachers treat students fairly at their school* (S2041)	74.6%	77.5%	79.1%
they can talk to their teachers about their concerns* (S2042)	73.7%	80.8%	76.2%
their school takes students' opinions seriously* (S2043)	78.6%	83.2%	73.8%
student behaviour is well managed at their school* (S2044)	66.7%	70.2%	79.1%
their school looks for ways to improve* (S2045)	88.1%	91%	88.3%
their school is well maintained* (S2046)	89.8%	90.2%	90.7%
their school gives them opportunities to do interesting things* (S2047)	89.8%	82.8%	86.9%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	96.4%	92.4%	94.3%
they feel that their school is a safe place in which to work (S2070)	94.4%	95.5%	96.2%
they receive useful feedback about their work at their school (S2071)	85.5%	77.3%	96.2%
students are encouraged to do their best at their school (S2072)	96.4%	93.8%	100%
students are treated fairly at their school (S2073)	90.7%	88.9%	96%
student behaviour is well managed at their school (S2074)	83.6%	89.1%	98%
staff are well supported at their school (S2075)	87.3%	73.8%	90.4%
their school takes staff opinions seriously (S2076)	83.3%	70.8%	88.2%
their school looks for ways to improve (S2077)	96.4%	90.8%	94.1%
their school is well maintained (S2078)	94.4%	97%	98%
their school gives them opportunities to do interesting things (S2079)	85.2%	87.5%	90.2%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour including SDA's. Suspensions, exclusions and cancellations of enrolment are an option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

BOWEN STATE HIGH SCHOOL - SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	172	134	128
Long Suspensions – 11 to 20 days	15	2	6
Charge related Suspensions	0	0	0
Exclusions	2	6	5

Learning and Behaviour Statement

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

Beliefs

We believe that every member of our school community has the right to develop socially, emotionally and intellectually. We believe in striving for Personal Best by:

- Maximising everyone's potential – to support, promote and extend students; taking knowledge and skills learned with them into the future.
- Developing positive partnerships – working with parents and students to help students manage their emotions and behaviours.
- Creating a sense of safety and belonging – to keep the focus upon learning.
- Celebrating our achievements – to build esteem and worth of each individual and the school within the broader community.

Actions

On enrolment, students and parents are accepting and committing to Bowen State High School's Student Code of Conduct and Dress Code. We action these values and beliefs by:

- Wearing our school uniform with pride that signals a preparedness to commit to a focus on learning.
- Being prepared for learning and actively participating in learning.
- Respecting the rights of all in a spirit of good citizenship.
- Contributing to aspirations of self, others, school and community.

Positive Behaviour Learning Expectations

The school community has identified the following expectations that underpin our values:

Being Respectful and Responsible:

- Taking pride in school work and achievement.
- Modelling polite and courteous behaviour.
- Using appropriate language.
- Being proud of the school, your uniform and the physical environment.
- Exemplary conduct in sport.
- Accepting and meeting the high expectations of the Bowen SHS community.
- Learning independently.
- Helping others with their learning.
- Contributing positively to the school community.
- High attendance.
- Consistent punctuality.
- Using the Student Learning Journal effectively.

Being Safe

- Valuing your own safety and ensuring that of others.
- Respecting others, their personal space and property.
- Consistently following class expectations.
- Assisting the teacher in the playground.

Being Engaged

- Setting clear goals and striving to achieve them.
- Actively participating in learning.
- Notebook presentation is kept to a high standard.
- Excellent classwork.
- Improved classwork.
- Quality homework.

Inclusive Education

Bowen State High School is fully inclusive and is committed to achieving inclusive excellence. Our shared vision is that every student in Queensland state schools succeeds and receives the support they need to belong to the school community, engages purposefully in learning and experiences academic success (Every Student Succeeding – State Schools Improvement Strategy 2020 - 2024).

The Department of Education’s Inclusive Education Policy supports our shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive high quality education.

Engagement and Pedagogy

Engaging pedagogy is a lynchpin to successful student outcomes and reducing behaviour management issues. To this end, teachers at Bowen State High School engage in Professional Learning Teams where they regularly reflect on their practice through the use of data and collegial discussion designed around John Hattie’s “Visible Teaching, Visible Learning” to facilitate strategic outcomes.

Multi-Tiered Systems of Support

Bowen State High 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 school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) 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:</p> <ul style="list-style-type: none">• 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
2	<p>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.</p> <p>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:</p>

	<ul style="list-style-type: none"> • 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). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>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 and should include strategies to:</p> <ul style="list-style-type: none"> • 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. <p>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, teaming, 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. Bowen State High School’s Complex Case Management team identifies students requiring Tier 3 support.</p>

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. 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 as part of Bowen SHS’s **“Anti Bullying and Harassment Policy”** (Appendix A). We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

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

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

Curriculum

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 teachers and students can have on students' academic and social outcomes.

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

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

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

Medications

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

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

Mental health

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

Suicide prevention

Bowen State High School staff who notice suicide warning signs in a student should seek help immediately from the school 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 a student in the first instance, and where necessary provide first aid. In all other situations, Bowen State High School staff follow suicide intervention and prevention advice by ensuring:

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

Managing critical incidents

In the case of a critical incident on school grounds or at a school event, Bowen State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Student Support Network

Bowen State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Bowen State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

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.
Year Level Heads of Department	<ul style="list-style-type: none">• monitor behaviour and academic data to identify areas of additional need.
Year Level Coordinators	<ul style="list-style-type: none">• responsible for student welfare at each year level including monitoring attendance• provides continuity of contact for students and their families through the six years of schooling• ensures students feel safe and comfortable and want to come to school• nurtures a sense of belonging to the home group, year level and school.
Head of Curriculum Personal and Social Capabilities	<ul style="list-style-type: none">• Works in a supportive capacity with students and their parents/carers to increase achievement of individual goals around curriculum and social emotional wellbeing.• Implement the Positive Education Program for identified students.• Implement the Social Emotional Learning program for all junior secondary students
Community Education Counsellor	<ul style="list-style-type: none">• provides educational counselling and support services to all students with a focus on Aboriginal and/or Torres Strait Islander students• assist indigenous students to engage with school and to have improved academic, attendance and social outcomes• direct support and contact of indigenous students and their families• developing relationships between the Aboriginal and Torres Strait Islander communities and the broader school
Chaplain	<ul style="list-style-type: none">• promote student wellbeing, particularly through the provision of pastoral care.• work as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.

School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
TPO	<ul style="list-style-type: none"> • works with students who are at risk of disengaging from schooling or who are at risk of cancellation from schooling. • assists students and their families and also liaises with external agencies to assist student to enter alternate pathways such as work or further training.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/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 state-wide support services also available to supplement the school network. Contact NQ Regional Office for more information.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bowen State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

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/carer and school staff member.

Tier 1: Positive Behaviour for Learning

Our whole school approach shapes, supports and recognises appropriate behaviours in all students.

- Positive Behaviour for Learning (PBL) has been adopted at Bowen State High School.
- Whole school behaviour support procedures and processes at Bowen State High School apply to all students and staff across all settings.

The School provides behaviour support in the following ways:

- Universally accepting and embracing the PBL expectations of being Safe, Respectful, Responsible and Engaged.
- Building a positive school culture that allows effective teaching and learning of responsible behaviours.
- Targeting and providing support and intervention for students needing assistance to learn responsible behaviours.
- Explicitly teaching the school's expectations of Being Safe, Respectful, Responsible and Engaged across all environments in the school. **Refer to page 18** for matrix of expected behaviours in all settings.
- Responsible Thinking Plans for students who are sent to buddy class for not meeting behavioural expectations in the classroom.
- Gold cards for students displaying exemplary behaviour

These expectations are communicated to students via a number of strategies, including:

- Positive Behaviour for Learning (PBL) lessons conducted by teachers to all students weekly in form class.
- Positive Behaviour for Learning (PBL) focus areas communicated weekly on whole school and year level parades
- Explicit teaching of school rules and consequences during active supervision by staff during classroom and non-classroom activities.
- Enrolment interviews where Student Code of Conduct is communicated to new students as well as parents/carers.
- Individual support profiles, including Behaviour Support 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.

Staff use the Essential Skills for Classroom Management (ESCM) to assist in minimising low-level problem behaviour in their classrooms. ESCM are a series of strategies building from non-intrusive through to more intrusive strategies. These are as follows:

- Establishing expectations

- Giving clear instructions
- Descriptive encouraging
- Waiting and scanning
- Cueing with parallel acknowledgement
- Body language encouraging / Positive feedback
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

Our preferred way of re-directing low-level problem behaviour is to act non-intrusively by asking students to think of how they might be able to act more safely, more respectfully, more responsibly or more engaged. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Tier 2: Targeted Behaviour Support

Approximately 10 per cent of students may need additional support and timely intervention on some occasions. Targeted behaviour support occurs around a specific setting, issue, student or group of students. Targeted support is devised, arranged and managed by the Leadership Team, Heads of Department or the Support Team. The Support Team is comprised of:

- Deputy Principals – Junior/Secondary
- Year Level HOD and Coordinator
- Faculty HOD
- Guidance Officer
- Head of Diversity
- Positive Learning and Wellbeing Coach (PLWC)
- Community Education Counsellor (CEC)
- Chaplain
- Youth Support Coordinator
- School Based Youth Health Nurse
- Transition Project Officer (TPO)

Students who present as requiring targeted support have individualised programs created in consultation with parents/carers. These programs can include mentoring targeted behaviour programs, check in/out. For students with Special Needs support is aligned with their Educational Adjustment Program.

Tier 3: Intensive Behaviour Support

For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Students identified as needing intensive behaviour support are those who have had targeted support and are still at risk of significant educational underachievement due to their inappropriate behaviours.

The Support Team assists in case management of specialist services. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include:

- Disability Services Qld
- Child & Youth Mental Health Service (CYMHS)
- Queensland Health
- Department of Child Safety, Youth and Woman (CSYW)
- Qld Police Service (QPS)
- Family and Child Connect
- Senior Guidance Officers (Education Queensland).

One School Behaviour Module

BEHAVIOUR INCIDENT EXAMPLES MINOR AND MAJOR

Category	Minor Incidents	Major Incidents/ Buddy class
KEY	<ul style="list-style-type: none"> Black indicates: teacher follow up and management. 	<ul style="list-style-type: none"> Red indicates (major): Immediately sent to office for processing. Black indicates (major): Use of buddy class - could include follow up by year level HoD.
REFERRALS	<ul style="list-style-type: none"> If a student is sent out of your room it must be One-schooled and followed through with a consequence. Any behaviour that requires a consequence should be One-schooled for data records. All major behaviours are to be referred to the YLC, Year level HoD and Deputy. The language (from the columns below) pertaining to the incident perpetrated is to be used in One -school referrals. 	
BULLY/HARASSMENT (Incident may also be referred to a member of Support Services)	<p>One off incidents of the following:</p> <ul style="list-style-type: none"> Teasing/name calling 	<p><u>Ongoing</u> incidents of the following:</p> <ul style="list-style-type: none"> Fighting – power imbalance Intimidation/bullying behaviours (threats, teasing pushing and shoving) Cyber bullying Use of electronic equipment that infringes on the privacy of others – taking photos/videos of others on mobile phone; comments made about staff Continued teasing/name calling .
DEFIANT/THREAT TO ADULTS	<ul style="list-style-type: none"> One off failure to follow staff direction out of class 	<ul style="list-style-type: none"> Continuous failure to follow staff direction out of class Verbal/physical threat to adults
DISRUPTIVE	<ul style="list-style-type: none"> Low level disruption of the learning environment or other students One off disruption of other classes. 	<ul style="list-style-type: none"> Disrupting during special activities (assembly, guest speaker, official ceremonies) Disrupting an exam Continuous disruption of the learning of other students/classes 3 major's rule - 3 Buddy classes for continued disruption becomes a Red major (See behaviour process for details).
DRESS CODE	<ul style="list-style-type: none"> Not following school uniform policy 	
IT MISCONDUCT	<ul style="list-style-type: none"> Accessing inappropriate Internet/Web sites Inappropriate emails/language in emails (minor – one off, major – on going) Altering equipment and physical environment Using another's password Inappropriate gaming Misuse of technology e.g. graphics calculators 	<ul style="list-style-type: none"> Damage to technology Interfering with another's files Password fraud Downloading, possessing inappropriate files Constant and continuing inappropriate network use (Refer to ICT Behaviour Policy)
LATE	<ul style="list-style-type: none"> Being late without a valid reason 	<ul style="list-style-type: none"> On-going lateness without a valid reason

Category	Minor Incidents	Major Incidents/ Buddy class
LYING/CHEATING		<ul style="list-style-type: none"> • Copying, cheating Must refer to Faculty HOD
MISCONDUCT INVOLVING OBJECT	<ul style="list-style-type: none"> • Throwing objects in class and around school e.g. Paper planes • Stealing e.g. taking a pen 	<ul style="list-style-type: none"> • Possession of an object that could be considered as a weapon e.g. pocket knife • Stealing e.g. taking money • Throwing objects with the intent to cause harm
TRUANT/SKIP CLASS	<ul style="list-style-type: none"> • Truantiing class on one occasion 	<ul style="list-style-type: none"> • On-going truancy • Hiding in toilets • Inappropriate running around buildings (running away, hiding around the grounds)
NON COMPLIANT WITH ROUTINE	<ul style="list-style-type: none"> • One off use of mobile phone, MP3s and other electronic devices during scheduled lesson time (phone confiscated by teacher and handed to office) • Noncompliance - One off failure to follow classroom routines e.g. seating plans • Failure to follow directions given by teacher during class time (one off – minor) 	<ul style="list-style-type: none"> • Ongoing use of mobile phone, MP3s and other electronic devices during scheduled lesson time • Ongoing failure to follow classroom routines e.g. seating plans • Non-submission of draft on or before due date Must refer to faculty HoD. • Non-submission of assessment on or before due date Must refer to faculty HoD • Refusal to sit or attempt exam • Failure to follow directions given by teacher during class time (ongoing – major) • Continuous Non-Compliance (major). 3 major's rule - 3 Buddy classes for continued non-compliance becomes a Red major (See behaviour process for details).
PHYSICAL MISCONDUCT (Incidence may also be referred to a School Based Nurse or Guidance Officer)	<ul style="list-style-type: none"> • Spitting on ground • Pushing and shoving – non-aggressive • Play fighting • One-off inappropriate touching (kissing, hugging, slapping, tripping, hair pulling) 	<ul style="list-style-type: none"> • Spitting on others • Pushing/Shoving aggressively • Inappropriate sexual acts • Ongoing inappropriate touching • Physical violence that results in a significant injury to a staff member • Fighting with intent to cause serious harm and/or injury to another student/s • Sexual assault • Fighting (punching, hitting, kicking, sacking, biting) (major) • Jumping out windows
POSSESS PROHIBITED ITEMS	<ul style="list-style-type: none"> • Having possession of school-banned substances e.g.: spray deodorant • Permanent markers • Rubber bands • Chewing gum • Energy drinks 	<ul style="list-style-type: none"> • Dealing/supplying drugs/alcohol • Using illegal substances • Bringing a dangerous weapon to school (e.g.: knives, lighters, etc.) • Possession of cigarettes • Water balloons/wetting other students with water
PROPERTY MISCONDUCT	<ul style="list-style-type: none"> • Damaging school property e.g.: graffiti (minor – writing on desks) • Damaging/defacing own property 	<ul style="list-style-type: none"> • Damaging school property e.g. offensive graffiti, spray painting • Damaging/defacing other people's property
REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION	<ul style="list-style-type: none"> • Off task behaviour • One off failure to follow directions given by teacher in classroom (curriculum). • One off non completion of class work • Not bringing equipment to school/class • Non-compliance with homework 	<ul style="list-style-type: none"> • Continuous refusal. 3 major's rule - 3 Buddy classes for continued refusal becomes a Red major (See behaviour process for details). • Continuous non completion of class work

Category	Minor Incidents	Major Incidents/ Buddy class
SUBSTANCE MISCONDUCT INVOLVING ILLICIT SUBSTANCE (Incidence may also be referred to a School Based Nurse or Guidance Officer)		<ul style="list-style-type: none"> • Taking drugs • Using drugs/alcohol at school or school events
SUBSTANCE MISCONDUCT INVOLVING TOBACCO AND OTHER LEGAL SUBSTANCES (Incidence may also be referred to a School Based Nurse or Guidance Officer)		<ul style="list-style-type: none"> • Smoking cigarettes or other substances • Possession of a lighter (with intent to use) • Consuming alcohol • Being intoxicated • Misuse of prescription medication • Sniffing glue, aerosol, petrol, paint
VERBAL MISCONDUCT AND THREAT/S TO OTHERS OTHER CONDUCT PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF SCHOOL	<ul style="list-style-type: none"> • General swearing not directed at staff member 	<ul style="list-style-type: none"> • Obscene language directed aggressively at another person or persons • Swearing at a staff member • Verbal threat to school age people • Yelling at another person aggressively • Use of discriminatory language-racist/sexist/homophobic • Serious slander and defamation of character

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LEARNER (Classroom/learning space)

I am accepting of individual differences
I promptly follow staff and supervising adults' instructions
I am co-operative and interact positively with others
I respect all people and property
I value the rights of others to learn
I am mindful of others

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I attend every lesson every day
I ensure my absences are explained in a timely manner
I leave the learning space clean and tidy
I complete all classwork, homework and assessment by the due date and to the best of my ability
I arrive on time with equipment and wearing correct uniform ready to learn
I move and line up calmly and quietly
I model behaviours which reflect positively on myself and my school
I ask questions when I do not understand something

S
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I am aware of, and follow, safe operating procedures
I use equipment appropriately
I report hazards that may cause harm to myself and others
I maintain my personal space, and keep my hands and feet to myself
I am mindful of others
I wear appropriate safety equipment and uniform

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I am productive, try my best and take pride in my work
I actively seek feedback to improve and set challenging goals for improvement
I track my academic results and progress
I ask questions when I don't understand something
I actively participate in classroom activities
I am a team player and support others
I am prepared for each lesson
I follow school wide policies to assist with my educational outcomes
I strive to meet the success criteria of every lesson



HABITS OF MIND

Persisting

Managing Impulsivity

Listening with understanding and empathy

Thinking flexibly

Thinking about thinking (Metacognition)

Striving for accuracy

Questioning and posing problems

Applying past knowledge to new situations

Thinking and communicating with clarity and precision

Gathering data through all senses

Creating, Imagining, and innovating

Responding with wonderment and awe

Taking responsible risks

Finding humour

Thinking interdependently

Remaining open to continuous learning

STUDENT

(Walkways, playground, etc)

I am accepting of individual differences
I follow staff and supervising adults' instructions
I use polite and inoffensive language with all staff, community members and fellow students
I wear my uniform correctly and with pride
I am a respectful user of social media
I care for school property, my property and the property of others
I treat others and myself with thoughtfulness and kindness
I follow the school expectations and procedures
I respect the personal space of others

I report, not support
I model behaviours which reflect positively on myself and my school
I use electronic devices in accordance with my school's policy
I follow school expectations and procedures
I am accountable for my own words and actions
I remain in my designated area
I use break times to get drinks or use the toilet
I am a responsible user of social media, and am accountable for the consequences of its use
I use school/community facilities for the purpose they were designed
I wear my uniform with pride
I put my rubbish in the bin and leave the area clean
I wait until I am out of school grounds before using my scooter, skateboard or bike, etc.

I report hazards that may cause harm to myself and others
I will be sun safe and wear a hat when participating in outdoor activities
I follow the road rules whilst travelling to and from school
I follow instructions/directions when travelling to and from school activities
I resolve conflict without violence or threatening behaviour

I meet school attendance goals
I keep an open mind and a positive attitude
I participate in and support school mandated school activities
I take advantage of extracurricular opportunities provided by our school
I am a problem solver

*Designed By
Nick Bartu*

RESPECTFUL

- I am accepting of individual differences
- I promptly follow staff and supervising adults' instructions
- I am co-operative and interact positively with others
- I respect all people and property
- I value the rights of others to learn
- I am mindful of others

RESPONSIBLE

- I attend every lesson every day
- I ensure my absences are explained in a timely manner
- I leave the learning space clean and tidy
- I complete all classwork, homework and assessment by the due date and to the best of my ability
- I arrive on time with equipment and wearing correct uniform ready to learn
- I move and line up calmly and quietly
- I model behaviours which reflect positively on myself and my school
- I ask questions when I do not understand something

*Designed By
Nick Barty*

LEARNER (CLASSROOM/LEARNING SPACE)



HABITS
OF
MIND

Persisting

Managing impulsivity

Listening with understanding and empathy

Thinking flexibly

Thinking about thinking (Metacognition)

Striving for accuracy

Questioning and posing problems

Applying past knowledge to new situations

Thinking and communicating with clarity and precision

Gathering data through all senses

Creating, imagining, and innovating

Responding with wonderment and awe

Taking responsible risks

Finding humour

Thinking interdependently

Remaining open to continuous learning

SAFE

- I am aware of, and follow, safe operating procedures
- I use equipment appropriately
- I report hazards that may cause harm to myself and others
- I maintain my personal space, and keep my hands and feet to myself
- I am mindful of others
- I wear appropriate safety equipment and uniform

ENGAGED

- I am productive, try my best and take pride in my work
- I actively seek feedback to improve and set challenging goals for improvement
- I track my academic results and progress
- I ask questions when I don't understand something
- I actively participate in classroom activities
- I am a team player and support others
- I am prepared for each lesson
- I follow school wide policies to assist with my educational outcomes
- I strive to meet the success criteria of every lesson

Acknowledging Positive Behaviour

Rewarding and encouraging students who exhibit appropriate behaviours through the 3 levels of reinforcement systems (all linked to schoolwide expectations of SAFE, RESPECTFUL, RESPONSIBLE and ENGAGED)

- Free and frequent (immediate and used by all staff in all settings) : Good Ones
- Medium/short term (cumulative): Gold Card ceremony and PBL celebrations day each term.
- Long term (cumulative over the year): Awards Night and School Service awards.

Gold Card

At Bowen State High School, we encourage and praise student achievement and aim at rewarding consistently appropriate behaviour in the classroom, playground and while representing the school in the community. We adopt a tiered behaviour level system. A number of our students consistently demonstrate outstanding qualities such as an ability to manage themselves well and provide positive examples to others. They wear correct uniform and are willing and eager to provide service to the school and community. It is our goal to encourage all students to perform at this level. These students are rewarded by being placed on a Gold Card - the highest level of behavioural achievement. This achievement is recognised on a school parade with parents/carers invited to attend.

A Gold Card is issued to students as a reward card, containing the student's name, photograph, and signature and school logo. It is issued to students who meet the expected criteria and is valid until the end of each school term when it is reviewed. A Gold Card contains the names of businesses in the local area that provide discounts or special offers to all Gold Card students.

Students come to school to learn. Behaviour support represents an important opportunity for the learning social skills that impact on our students' future. To complement our student expectations we have in place the following proactive/preventative behaviour management strategies:

Attendance:

- Student attendance team – Deputy Principal; Year level Head of Department and Year level Coordinator
- Form teacher monitoring of student attendance;
- Parent/carers contact (via letters and phone calls home) to request explanation of absences and follow departmental policy on student absenteeism;
- Support services provide ongoing support for students with high levels of absenteeism through regular parent/carers contact
- Deputy Principals manage ongoing and possible legal action.

Extended Learning/ Alternative pathways:

- Work experience;
- School based apprenticeships and traineeships;
- Cultural and sporting activities;
- Links with JCU and CQU;

Care philosophy:

- Leadership programs and camps;
- Year level camps and activity days;
- Leadership days based on health and personal development days;
- Social Emotional Learning program for junior secondary students

Achievement:

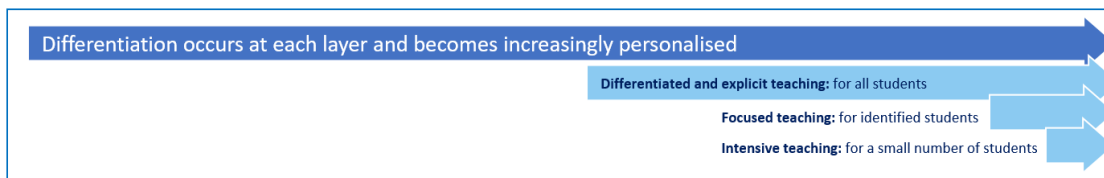
- Junior and Senior Award Parades;
- Gold Card program;
- Sports Awards night;
- Academic Awards night;
- Positive Behaviour celebration days and events.

Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, **illustrated on page 20**, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issue. All staff are trained in the use of ESCM's.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bowen State High School to provide focused teaching. Focused 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.

Bowen State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations, including completing Functional Based Assessments on students who require additional support. A small number of students are identified to take part in the Positive Education Program (PEP) with the Personal and Social Capabilities HOC).

Intensive Teaching

Bowen State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. This level of support is offered to a small group of students who have highly challenging behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of a Complex Case Management Team including the Guidance Officer, appropriate Year level Deputy Principal, Head of Diversity, Personal and Social Capabilities HOC, and the parents/carers of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. The plan is shared with the student and modified where necessary.

Complex Case Management Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student, and;
- works with the school Leadership team to achieve continuity and consistency.

In many cases, the team may also involve individuals from other agencies already working with the student and their family. Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. Regular meetings with the student and his/her Complex Case manager are established and monitoring continues until improvement is made.

Legislative Delegations

Legislation

In this section of the Bowen State High School Student Code of Conduct are links to legislation which influences the 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](#)

Disciplinary Consequences

The disciplinary consequences model used at Bowen State High 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.

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class 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)
- Detention
- Buddy class referral
- Good ones
- Classroom rewards systems

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour monitoring card)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Use of behaviour level system to support improved behaviour
- 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
- Discipline Improvement Plan
- Responsible thinking plan after Buddy Class Referral.

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer; PLWC; CEC)
- 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 the guidance officer, Personal and Social Capabilities HOC or Community Education Counsellor, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- e-cigarettes/vapes
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- laser pointers
- 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 Bowen State High School:

- do not require the student's consent to search school property that is 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;
- require consent from the student or parent 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;
- may, in emergency circumstances where it is necessary, 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);
- require consent from the student or parent 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 Bowen State High School

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

Students of Bowen State High School

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

Use of mobile phones and other devices by students

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

Students are advised not to bring ANY electronic devices like mobile phones, cameras, digital video cameras or MP3 players to school unless directed by the Principal as there is a risk of damage or theft. If students wish to ignore this advice and they use electronic equipment inappropriately, there may be consequences for these choices as described in this policy.

- All personal listening devices are NOT permitted to be used during educational instruction/supervised activities.
- If students and parents ignore the advice of the school and bring mobile phones to school they must be stored in the school office the entire time the student is in the school each day.
- It is prohibited for students to make auditory recordings, photographs, take pictures or video individuals on school premises/school activities, unless directed by a staff member to do so, and must be directly related to school-sanctioned activities. This includes all forms of electronic, digital and analogue methods.
- Students are not permitted to use electronic equipment to harass or bully students or teachers. This includes emailing, text or picture messaging or any other electronic form of transmitting communication.

Breaches of this prohibition may result in the following discipline:

Confiscation

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 **on the first offence** unless required to be kept for purposes of disciplinary investigation, when it will be returned in the presence of a parent. Additionally, **on second and subsequent** occurrences the equipment will only be returned to a parent and additional consequences may be applied. 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.

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 Bowen State High 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 may face disciplinary consequences. 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 unless express consent is provided by the class teacher.

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 sounds 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.

Breach of this policy may be subject to discipline (including suspension and 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 unless expressly permitted by staff. 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, monitor or listen to a conversation to which he/she 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.

Students are not permitted to make public comment nor upload any images onto the internet which relates to Bowen State High School's community members. This includes, but is not limited to; students, staff (both past and present) nor any other member of the school community. These comments include defaming, derogatory, inflaming and vexation claims about/towards members of the school's community. Any allegation against staff or students' needs to be conveyed to the school principal or their delegate. School disciplinary action will be taken against individuals who post this information to the internet even if the allegations are substantiated. Consequences for breaches of this policy may result in suspension or exclusion from Bowen State High School.

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

Bowen State High 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 leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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 Bowen State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Bowen State High School has a detailed “**Anti Bullying and Harassment Policy**” (appendix A) and a clear process for reporting incidents of bullying, “**Bullying Reporting Process**” (appendix B).

Students take part in lessons designed to educate students about the effects of bullying and what to do if you are being bullied or you are a bystander. Bowen State High School dedicates time to run Social Emotional Learning lessons using researched resources from the “**Bullying-No Way**” resource kit. Students are also involved in promoting anti-bullying on the National Day of Action against Bullying, each year, in Term 1.

Cyberbullying

Cyberbullying is treated at Bowen State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying

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

Students or parents who wish to make a report about cyberbullying should approach the student's Year level coordinator.

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 Bowen State High 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.

Bowen State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

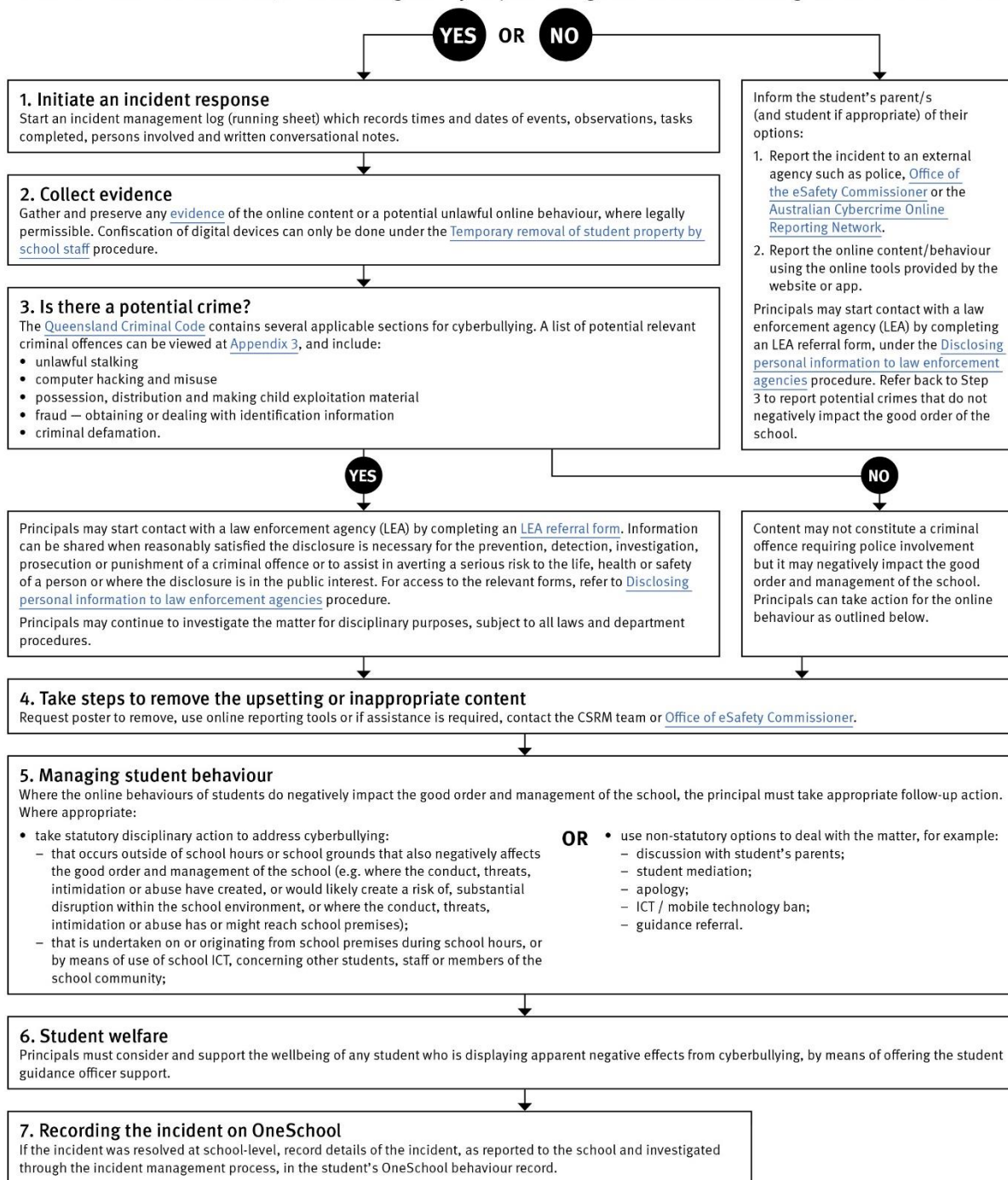
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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 assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

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

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

3. External review: contact a review authority

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

Bowen State High School



ANTI BULLYING AND HARASSMENT POLICY

Bowen State High School has a whole school approach to promoting a positive environment where bullying behaviors are not accepted by the school community. Everyone has the right to feel comfortable at school and be able to get on with their work.

Our policy aims to enlist the help of all students, parents, caregivers and staff to eliminate bullying in all its forms.

Behaviour expectations of all students are as follows:

We value learning. As a learner I am...

1. **Respectful** – We show respect for people, property and learning.
2. **Responsible** – We take responsibility for what we say and/or do.
3. **Safe** – We strive to make everyone feel safe, valued and supported.
4. **Engaged** – We engage in positive, productive and supportive learning experiences

Bowen State High School is committed to developing positive interpersonal relationships between members of the school community. Any form of anti-social behaviour is unacceptable.

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

Harassment is behavior that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Bullying and harassment occurs when one person believes another's actions or words are offensive, threatening, unwelcome and/or persistent.

Bullying and harassment may be done directly (e.g. face to face) or indirectly (e.g. behind the person's back or via the internet or mobile phones).

There are different types of bullying and harassment which include:

- **Verbal**—e.g. teasing, name-calling, threats.
- **Physical**—e.g. fighting, pushing, kicking, pinching, shoving, gestures, invasion of personal space, damage to individual's property.
- **Sexual**—e.g. physical, verbal or nonverbal sexual conduct; touching in a sexual manner, sexually orientated jokes, persistent invitations of a sexual nature, leering, literature or drawings, sexting.
- **Visual/Written/Cyber-bullying**—e.g. graffiti, notes, text messages, sending films or photographed images, comments on social networking sites.
- **Psychological**—e.g. stand-over tactics, gestures, threats of getting another back.
- **Social Exclusion**—e.g. rumours, putdowns, excluding from activities/peers.
- **Racist**—e.g. offensive, demeaning, humiliating, intimidating physical or verbal behavior.




Responsibility

It is the responsibility of individuals to take action when they feel they are being bullied or harassed. This means that if a person is bullying or harassing you, it is your responsibility to act. Sometimes the perpetrator does not know the effect their behavior is having on other people; behavior affects different people differently.

All members of the school community have a right to work or learn in a safe environment. All individuals have a responsibility to ensure that safety in student/student relationships are maintained by:

- Demonstrating non-bullying and harassing behaviour.
- Intervening when bullying or harassment is observed.
- Reporting bullying or harassing behaviour. If you don't report, you support.

Intervention when bullying or harassment occurs

Behaviour	Action	Personnel
<p>Low level bullying or harassment e.g. a passing comment on your way into class, a 'dirty look' on the pathway.</p>	<p>Choose to either:-</p> <ul style="list-style-type: none"> • Ignore. • Use friendship or family networks for support. • Speak to offender in a calm and rational manner and ask them to STOP their behaviour. You must then WALK away. • TALK: Make a formal request for support and/or intervention to an adult at the school if the behaviour continues. 	<p>Students Family members Form teacher Support services team Classroom teacher Year Level Coordinator Year Level HOD</p>
<p>Repeated and/or increased bullying or harassment by the perpetrator, or friends of the perpetrator. High impact types of behaviour e.g. emotional intimidation via criticism of a personal nature or ongoing isolation/exclusion from friendship groups, physical or sexual assault.</p>	<p>Do not ignore longer term or ongoing bullying. Instead, choose to either:</p> <ul style="list-style-type: none"> • TALK: Tell your parent/caregiver so the school can be informed,; <li style="text-align: center;">or • TALK: Tell school staff directly so consequences for the bully are applied. These may include: detention, parental notification, suspension or even exclusion. 	<p>Students Family members Form teacher Support services team Classroom teacher Year Level Coordinator Year Level HOD Administration</p>
<div style="text-align: center;"></div> <p>Ask the person in a calm and rational manner to STOP their behaviour.</p>	<div style="text-align: center;"></div> <p>WALK away from the person to another area where there is a teacher or adult.</p>	<div style="text-align: center;"></div> <p>If the problem behaviour continues, talk to an adult.</p>
<p>The most effective way to prevent and stop bullying or harassment is for all members of the school community to take responsibility through:</p> <ul style="list-style-type: none"> • Supporting the victim and not taking control of the situation away from them. • Seeking advice about any behaviour they witness or experience that is unacceptable from relevant people. • Acting assertively when confronted by situations of intimidation, and utilising strategies obtained from their support network. The strategy we encourage students to use is STOP, WALK, TALK (refer above for more details). • Referring the matter to school personnel when bullying continues to occur using the Bullying Reporting Process. 		

Bullies maintain their behaviour if they get away with it. The Bowen State High School community needs to pull together to maintain a consistent stance of non-tolerance towards bullying in order to combat this problem.

Bowen State High School promotes a safe and caring environment through:

- Empowering individual students to use STOP/WALK/TALK strategies to manage bullying incidents.
- Focused year level activities that promote team building.
- Support by the teacher in the classroom and in the playground to ensure positive relationships and effective discipline is maintained.
- Year level coordinators providing ongoing welfare support and monitoring of their year level/s.
- Intervention/counselling support once the individual requests help through the Student Support Services which include the GO/SBPO/CEC/Nurse/YSC.
- Rock and Water classes in Year 7.
- Restorative practice.
- STYMIE (stymie.com.au)
- Targeted Positive Behaviour Learning lessons that focus on positive behaviour throughout the school.
- A tiered Behaviour Support level system.



BULLYING REPORTING PROCESS

- Student uses **STOP** and **WALK** strategies
- Student reports bullying incident to form teacher



- Student completes Bullying Incident (BI) form
- Form teacher supports student to complete BI form
- If form teacher unavailable, student is supported by other teaching/school staff



The image shows a 'Bullying Incident Form' with various sections for reporting details, including student information, incident description, and staff signatures.



- Form teacher/staff member submits BI form immediately to Year Level Coordinator (**TALK**)



YEAR LEVEL COORDINATOR ACTION – FIRST INCIDENT

- YLC **talks** to the student who submitted BI form
- YLC **talks** to student/s **who have been reported** on the BI form
- Student/s reported complete Incident Report (IR) form
- YLC actions the incident
- IR and BI filed in student file
- YLC records IR and BI incident details on One School
- YLC contacts parent/guardian of students (optional at this stage)



The image shows an 'Incident Report Form' with sections for reporting the incident, including details of the incident, actions taken, and staff signatures.



REPEATED INCIDENT WITH SAME STUDENT/S

- First incident process followed initially, then:
 - Year level HOD notified - work together to action the incident.
 - Restorative practice compulsory.
 - Parent contact is compulsory for all students involved.
 - Third or subsequent incident – Year level Deputy Principal notified and a referral to Guidance Officer and Support Services team made – parent contact required.
 - All incidents - One School record of



SUBSEQUENT INCIDENT WITH DIFFERENT STUDENT/S

- First incident process followed initially, then:
 - Year level HOD notified of second reported incident.
 - Parent contact optional after second reported incident.
 - Third incident - Year level HOD and YLC work together to action the incident.
 - Third or subsequent incident – Year level Deputy Principal notified by YLC and YLHOD and a referral to Guidance Officer and Support Services team made – parent contact



Bowen State High School

Bullying Incident Form

Date: Form Class:

Your First Name: Your Last Name:

Student being reported:

Witnesses of incident:

Was STOP used? Was WALK used? (checkboxes for Yes/No)

Provide details of what you did to STOP the situation and WALK away from it

Empty lines for providing details of the incident response.

What happened? (Record details of incident)

Empty lines for recording details of the incident.

ACTIONED BY:

Table with 4 columns: Staff Name, Outcome, One School Entry Completed, Parent Contacted, and If no why:.





Bowen State High School

Incident Report Form

Date:	Your Form Class:
Your First Name:	Your Last Name:
Other Student (s) Involved or witnesses:	
Where did incident occur?	What teacher/staff saw the incident?
What time did the incident occur?	

BEHAVIOUR HOD ONLY

Your Name:			
Outcome:			
One School Entry Completed	<input type="checkbox"/>	Yes	<input type="checkbox"/> No <u>If no why:</u>
Parent Contacted	<input type="checkbox"/>	Yes	<input type="checkbox"/> No <u>If no why:</u>