



# Student Code of Conduct 2023-2025

## *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 2019-2025*

## Purpose

Browns Plains state High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing.

This Browns Plains 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, so that students can participate positively, engage in quality learning experiences, experience success and staff enjoy a safe workplace.

## Contact Information

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## Endorsement

Principal Name:	Ben Ward
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Principal Signature:	
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Date:	24.01.2023
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P&C President Name:	Isaac Naughton
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P&C President Signature:	
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Date:	15.02.2023
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# Principal's Forward

At Browns Plains SHS we believe in optimising wellbeing and learning whilst driving the constant pursuit of academic excellence by providing a safe, supportive, inclusive and respectful teaching and learning environment for all of its members.

*Our school's purpose is to inspire all students to reach their full potential, so they will develop into 21<sup>st</sup> Century learners and community orientated young people. We encourage students to fully realise and then invest in their passions and ensure they succeed through a smooth transition into their preferred careers.* In short, our aim is for all students to become the best versions of themselves in both their learning and personal conduct.

To achieve our purpose and allow our students to optimise talents and skills, we have three key overarching strategic priorities that we embrace and embed in our systems and practices:

- We are all focussed on **learning and development**
- We are all building a **positive** and **professional learning culture**
- We are all developing a **stronger community through partnership**

Our school culture is driven by our motto **"Diligence and Integrity"** which compels all students and staff to do their best in all school endeavours. We encourage students to meet challenges through hard work, determination and resilience with *Diligence*. Students are taught to demonstrate *Integrity* in their actions through the honourable qualities of being honest, trustworthy, fair, sincere and decent human beings.

Our programs are delivered by a highly committed and talented team of teachers and support personnel who work collaboratively with students, parents and the broader community. Learning at Browns Plains State High School is paramount and structured under our Four Pillars - Academic, Cultural, Sport and Community that provide our students with additional curriculum and extra-curricular opportunities. Our Four Pillars create a sense of belonging and enable students to develop, flourish and be recognised for their individual talents.

There is something tailored for every student within our wide range of curriculum opportunities: our Academic Program of Excellence; rigorous certificate courses; exciting school based apprenticeships and traineeships and our supportive Learning Centre program. In addition, we have implemented a range of signature research-based programs specifically designed to support student ownership of their learning, wellbeing and engagement. These programs include our:

- Attitude to Learning (ATL) Framework,
- Gradual Release of Responsibility (GRR) Pedagogical Framework.
- Follow Your Passion (FYP) courses

Browns Plains State High School takes great pride in our reputation as being a respected leader of learning and continues to resonate as a very high performing school that consistently upholds high expectations and positive values across an aligned school community of families, students and staff.



**Ben Ward**  
Principal

# Learning and Behaviour Statement

*Browns Plains State High School* is committed to providing a safe, supportive and respectful school environment where all members feel safe and are valued. Social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation. School practices are proactive rather than reactive while appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Student Code of Conduct is the means by which we ensure that this supportive school environment is established and maintained.

The Student Code of Conduct assists students to “own” their behaviour and to accept responsibility for the consequences of that behaviour. It acknowledges and encourages respect for self and all members of the school community, and their property.

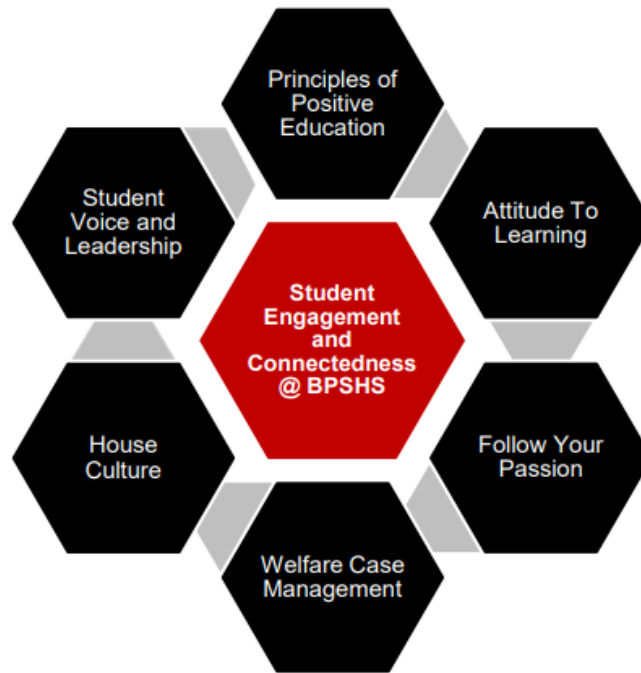
Our Student Code of Conduct aims to provide opportunities for significance and success by: encouraging excellence and pride; providing quality teaching with compassion; embracing a spirit of cooperation within the community. It aims to maintain positive and productive learning and teaching environments in which there are clear and consistent expectations.

Our school community has identified the following school values to teach and promote high standards of behaviour. The school community expects students to conduct themselves with: Diligence and Integrity. Examples of Diligence would include: completion of schoolwork, positive attendance, correct uniform and showing respect. The adherence towards Diligence would lead to positive growth for students. Examples of Integrity would include: helping others, being respectful, being responsible and maintaining diligence through learning. The rules outlining how to be ‘Respectful and Responsible’ are explicitly detailed in school posters and the school diary.

Our school rules have been agreed upon and are embedded within the pedagogy of all staff. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. In order for positive behaviour to be maintained across the student body at Browns Plains State High School, expectations are clearly communicated. Staff teach the behaviours and the appropriate responses that are expected of students in their daily code of conduct as demonstrated at school. This communication is a form of universal behaviour support, which provides the behavioural framework for all students. This support is further bolstered across the school through the deployment of Attitude to Learning (ATL) whereby student engagement is strongly encouraged and closely monitored by staff through every lesson, every day.



# Student Wellbeing and Support Network



The Student Code of Conduct supports the school's culture for learning where high standards and expectations are key to student success. To support this, a wide range of student wellbeing services and programs are offered.

## Building Positive School Culture through:

- Implementation of school and departmental policies such as: School Reviews, School Strategic Plan and Annual Implementation Plan, Whole School Curriculum, Assessment and Reporting Plan, Student Well-being Plan, Attendance Policy and Senior Student Contracts.
- A Student Dress Code endorsed by the P&C that reflects school tone, student identity and self-worth.
- The explicit teaching and modelling, in all school contexts, of the school motto, 'Diligence and Integrity' and related expectations: 'Respectful and Responsible'.
- Adopting the principles of the Attitude to Learning framework, teachers are establishing and maintaining a positive classroom climate and encouraging students to be prepared for learning, being punctual and diligent. Teachers involved in continuous professional learning to support classroom management e.g. 10 Essential Skills.
- Reinforcement of positive behaviours of responsible citizenship is consistently attended to in all learning and social contexts of the school.
- Positive and exemplary behaviour is acknowledged by the school to build the self-esteem of students and enhance the reputation of the school.
- Celebrating student effort, attitude and positive behaviour, high attendance and academic success through various whole school and year level initiatives and spontaneous recognition.

## Positive Education links to Attitude to Learning

Through the ATL framework, our BPSHS classrooms will focus on positive education principles and challenge students to be the best version of themselves every day in every lesson. Subsequently students will become actively engaged in the learning process, select the correct tools for the task at hand and lead healthier and more productive school lives through improved resilience and wellbeing.

The Attitude to Learning (ATL) framework will incorporate learning engagement, pastoral care and wellbeing structures. Based on the *Positive Behaviour for Learning* (PBL) model, there will be a tiered approach to student management that includes explicit positive acknowledgement.

## Initiatives to build a School Wide Positive Culture:

The school recognises students who make positive contributions to school life within the classroom, on the sporting field or in extra-curricular activities through:

- Diligence, Integrity and Diamond Awards
- Recognition through newsletters, social media and assemblies
- Community business-link program
- Youth Support Coordinator initiatives

- Formal Academic Awards Ceremonies
- Senior School Access program and Junior School Wellbeing program
- Student Leadership ceremonies
- Leadership development activities
- Attitude to Learning acknowledgements
- Regular contact with parents and carers.

### Points of Contact

Where the learning of others is disrupted, or individuals through unacceptable behaviours are themselves disengaged from learning, teachers adopt and adapt a range of skills, including parental partnerships, to re-engage students. Persistent misbehaviour results in referral to the Deans of Students, Heads of Department or the Administration Team. The following approach is taken by teachers and the School Administration team:

- Teachers provide clear expectations and model the values of being Respectful and Responsible.
- Support Team provides a safety net of care across the school, characterised by non-violent, non-coercive and non-discriminatory practices.
- Teachers use the 10 Essential Skills of Classroom Management.
- Teachers record classroom behaviours via Compass and OneSchool.
- Teachers use the Attitude to Learning processes, engage the support of the Deans of Students, Heads of Department and Deputy Principals and make parent contact where required.
- Major behaviour violations or persistent low level behaviours may result in a referral to the Deans of Students and possible placement in the Behaviour Support Room (BSR).
- Equitable consequences are applied.

### Student Support Network

Browns Plains 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 BPSHS to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. Students may be identified for support and programs created in consultation with parents/carers. For students with special needs, support is aligned with their Individual Curriculum Plan if this is a requirement.

Parents who would like more information about the support roles and responsibilities are invited to contact the Guidance Officer on the school phone number.

Role	What They Do
Dean of Students	<ul style="list-style-type: none"> <li>• Leadership of Student Support network to promote an inclusive, positive school culture</li> <li>• Monitors attendance, behaviour and academic data to identify areas of additional need</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• 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</li> <li>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• Liaises with parents, teachers or other external health providers as needed as part of the counselling process.</li> </ul>
Head of Junior Secondary	<ul style="list-style-type: none"> <li>• Co-ordinate transition to secondary for students moving from Year 6 to Year 7</li> <li>• Lead role for implementation of specialist educational support and extension programs.</li> <li>• Monitors student progress data, arranges intervention for students in years 7 to 9.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>- Healthy eating and exercise</li> <li>- Relationships</li> <li>- Personal and family problems</li> <li>- Feeling sad, worried and angry</li> <li>- Sexual health</li> <li>- Smoking, alcohol and other drugs</li> </ul> </li> </ul>
Year Level Co-ordinators	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> </ul>

	<ul style="list-style-type: none"> <li>• provide continuity of contact for students and their families through the six years of schooling</li> <li>• ensure students feel safe and comfortable and want to come to school</li> <li>• nurture a sense of belonging to the home group, year level and school</li> </ul>
Youth Support Co-ordinator	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• Support students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>- Attendance at school</li> <li>- Drug and alcohol support needs</li> <li>- QCE/learning support</li> <li>- Suspension/exclusion/referral for behaviour support</li> <li>- Relationships/social skills</li> <li>- Conflict with family/peers/teachers</li> <li>- Social/emotional/physical wellbeing</li> </ul> </li> </ul>

Regional and state wide support services are also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.



# Whole School Approach to Discipline

At Browns Plains State High School, we believe in optimising wellbeing and learning by providing a safe, supportive, inclusive and respectful school environment where everyone's wellbeing is important. Our whole school approach to discipline is based on the key tenets of Positive Education, from Dr Martin Seligman's model of Positive Psychology. It is designed to enable students to flourish, through cultivating positive emotions, increasing engagement, fostering positive relationships and discovering greater meaning in students to build a sense of achievement. Social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation. Our Student Code of Conduct is the means by which we ensure that a supportive school environment is established and maintained.

In order for positive behaviour to be maintained across the student body at Browns Plains State High School, expectations are clearly communicated. Staff teach the behaviours and the appropriate responses that are expected of students in their daily code of conduct as demonstrated at school. This communication is a form of universal behaviour support, which provides the behavioural framework for all students.

Every classroom in our school uses the ATL classroom management process to ensure maximum engagement, illustrated below, as a basis for developing student engagement/behaviour standards. Using this chart, the class teacher works with all students to explicitly explain how each of the expectations present in their classroom. The chart, below, is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Respectful and Responsible Classrooms	
Classroom management process to ensure maximum engagement.	
+3	<b>Outstanding</b> ✦ Attitude to Learning has been outstanding and all work has been completed to the highest standard ✦ Student has actively participated in learning and the student has gone above what is expected
+2	<b>Very Good</b> ✦ Attitude to Learning has been very good and a commendable amount of work has been completed. ✦ Student has actively participated in learning in all activities to a high standard
+1	<b>Good</b> ✦ Student has actively engaged in learning and an appropriate amount of work has been completed ✦ Student may have had some minor redirections to learning but was able to complete work to a satisfactory standard
-1	<b>Low level disengaged behaviours</b> (Move seat or name on chart) ✦ Student has not actively participated in the learning and has disrupted the learning of others. ✦ Student has not corrected learning behaviours despite minor interventions ✦ Student has completed an unsatisfactory amount of work ✦ Student is consistently not equipped for learning
-2	<b>Repeated low level disengaged behaviours</b> (Final Warning) ✦ Attitude to Learning has been unacceptable and the student has repeatedly disrupted the learning of others ✦ Student has not corrected learning behaviours with interventions ✦ Student has completed little to no work
-3	<b>High level disengaged behaviours</b> ✦ The student has demonstrated persistent off task behaviours that have made it difficult for the learning of others to continue ✦ All intervention strategies have been unsuccessful
<b>Admin Support (Major incident violation ONLY)</b> ✦ Serious verbal or physical misconduct ✦ Substance misconduct ✦ Prohibited items (eg lighter, weapons) ✦ Serious ongoing disruption that prevents learning of others	

## Consideration of Individual Circumstances

Browns Plains State High School considers the individual circumstances of students when teaching behaviour expectations, applying support, responding to inappropriate behaviour and/or applying disciplinary consequences by:

- promoting a teaching/learning environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair and equitable consequences, ranging from the least intrusive to most intrusive
- recognising and taking into account individual student's age, behavioural history, disability, mental health and wellbeing, religious and cultural background, home environment and care arrangements
- taking into account the student's attitude or role after the incident
  - Is the student owning his/her behaviour and taking steps to restore the situation?
  - Is the student demonstrating honesty, cooperation and trust?
- Recognising the rights of all students:

- express their opinions in an appropriate manner at the appropriate time
- work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or disability.

At Browns Plains State High School, any response to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs/rights of the school community members. Students are expected to behave in an appropriate manner both at school and while travelling to and from school. Consequences may also be enforced for problem behaviour that has occurred outside of school grounds.

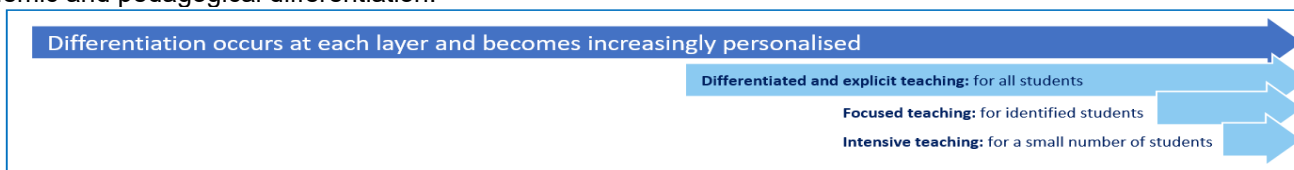
School staff are also obliged to respect and protect the privacy of individual students, therefore information concerning other students will not be disclosed or discussed. Parents and students should respect the privacy of other students and families at all times. If there are any concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, parents/carers may contact the school to discuss the matter.

## Differentiated and Explicit Teaching

Browns Plains SHS 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, through the use of our ATL processes.

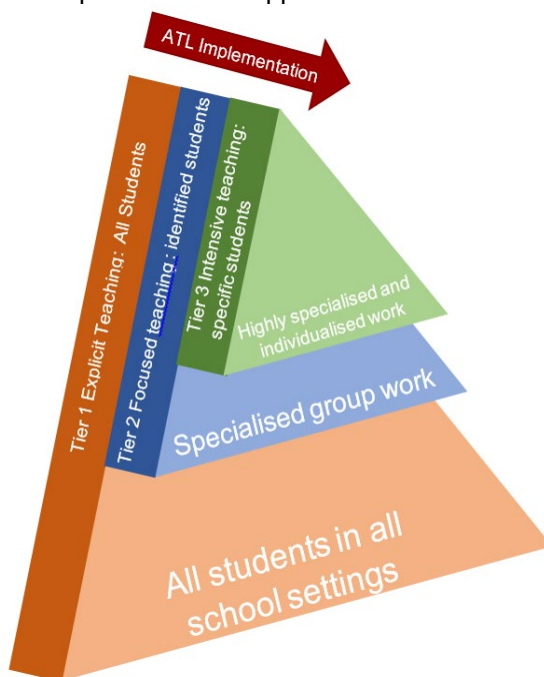
Teachers at Browns Plains State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates 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.



In the ATL framework:

Each layer provides progressively more personalised supports for students.



## **Focused Teaching**

Browns Plains State High School's ATL Framework shapes, supports and recognises appropriate behaviour and learning engagement in all students. Collecting quantitative data on a lesson by lesson basis provides a clear indication of the student's attitude to learning across the curriculum and over a sustained period of time and is used to help inform a judgement on the student's overall engagement in the learning process. The majority of students will flourish and positively engage under this framework. However, a number of students (approximately 15%) may need additional support and timely intervention).

### **Support and Intervention**

The tiered approach to the support offered to students is designed to rectify poor learning habits and disengagement issues. ATL scores are collated to determine the level of intervention that a student requires. These could range from:

- YLC intervention – Yellow monitoring, mentoring
- Dean Intervention – Orange monitoring, goal and target setting, mentoring
- Deputy Intervention – Red monitoring. Behaviour Support Plan, mentoring
- GO Support – Guidance and wellbeing support
- YSC Support – Drumbeat, mentoring, Peer mentoring.

To optimise the opportunity for sustained change, intervention must be prolonged. Students must engage with and complete the learning goals of their monitoring reports to a satisfactory standard in order to develop sustainable habits that offer them the best chance of success in their learning journey at Browns Plains State High School. In addition to recording ATL data, the monitoring reports are personalised to encompass three learning goals. These are specific to the student and form an integral part of their tailored intervention.

Students may be identified for support and programs created in consultation with parents/carers. For students with special needs, support is aligned with their Individual Curriculum Plan.

Browns Plains State High School regularly offers proactive, targeted programs for students who have been identified through data, including those identified within the ATL Framework and through the Wellbeing Support team.

## **Intensive Teaching**

For a variety of reasons, a small number of students will require more intensive support and/or flexible learning options to assist them to continue their learning and to develop mastery of basic behavioural concepts. Students identified as requiring intensive learning and behaviour support are those who have received targeted support and continue to be at risk of significant educational underachievement.

For this small number of students who present as complex, individualised behaviour and/or learning assessment and support plans will be developed in collaboration with the student, parent and teachers. If required, stakeholder collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex issues.

## Delegations


The School Principal will maintain a system of delegation, permissible within legislative requirements, utilising the following Instruments of Authorisation:

Department of Education  
**Browns Plains State High School**  
Instrument of Authorisation

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

I, Ben Ward, Principal of Browns Plains State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal or Dean of Students at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal or Dean of Students who tells a student of my decision to suspend that student, acts in my name. The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal or Dean of students tells the student about my decision, as per section 283(2) of the EGPA.

  
Ben Ward

24 January, 2022

Browns Plains State High School  
QUEENSLAND DEPARTMENT OF EDUCATION

Department of Education  
**Browns Plains State High School**  
Instrument of Authorisation

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


I, Ben Ward, Principal of Browns Plains State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal and Dean of Students at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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

  
Ben Ward

24 January, 2022

Browns Plains State High School  
QUEENSLAND DEPARTMENT OF EDUCATION

# Disciplinary Consequences

Browns Plains State High School aims to prevent problem behaviour by systematically teaching and reinforcing expected behaviours on an ongoing basis. When problem behaviour occurs, students experience considered and fair consequences. Our school seeks to ensure that responses to problem behaviours are proportionate to the nature of the behaviour. We follow the same differentiated approach used in the teaching of student behavioural expectations. The response to the behaviour will consider a range of factors, including: recognising and taking into account student's age, behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment and care arrangements.

While it is not possible to list all consequences within this document, the following provides a guideline to possible consequences/responses. Examples of consequences/responses to problem behaviours can include:

## Differentiated Management of Minor Disciplinary Matters by Teachers:

Behaviour	Most Likely Outcome
Minor disruptive behaviour, including but not limited to: <ul style="list-style-type: none"> <li>• Failure to complete homework</li> <li>• Late to school or class</li> <li>• Disruption to class</li> <li>• Non-compliance</li> </ul>	Classroom Teacher to action one or more of the following <ul style="list-style-type: none"> <li>• Seating plan</li> <li>• Detention, including litter duty</li> <li>• Communication with parent</li> <li>• Implement ATL processes</li> <li>• Conference/mediation</li> </ul>
Minor misconduct and/or disobedience, including but not limited to: <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Inappropriate/offensive language</li> <li>• Unsafe Behaviour (minor)</li> <li>• Repeated minor disruptive behaviours</li> <li>• Non-compliance</li> </ul>	Referral to the HoD, HOSES or Dean of Students, who may action one or more of the following: <ul style="list-style-type: none"> <li>• Lunch detention or after school detention,</li> <li>• Communication with parents/carers</li> <li>• Temporary withdrawal from class</li> <li>• Temporary withdrawal from subject</li> <li>• Referral to Behaviour Support Room</li> <li>• Restorative conversation with parties involved</li> <li>• ATL Monitoring Card.</li> </ul> <p><i>If this misconduct or disobedience is persistent, the Dean may refer to the DP for suspension.</i></p>

## Focused Management of Major Disciplinary Matters by Behaviour Staff/Deans of Students/Deputy Principals/Principal:

### Suspension:

Behaviour	Most Likely Outcome
Disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to: <ul style="list-style-type: none"> <li>• Refusing to follow reasonable direction by school staff</li> <li>• Repeated non-compliance</li> <li>• Habitual or significant disruptive behaviour</li> <li>• Acts of physical misconduct including but not limited to: violence, threats, aggression/ intimidation/inappropriate communication, gestures or contact/sexual harassment</li> <li>• Fighting</li> <li>• Verbal misconduct or abuse of any member of the school community</li> <li>• Unsafe behaviour that puts self or others at risk of harm</li> <li>• Smoking cigarettes/tobacco/vaping substances or being in possession of vapes, lighters, cigarettes, nicotine, tobacco or vaping substances.</li> <li>• Possession or sharing of pornographic material</li> <li>• Property misconduct including but not limited to: vandalism, stealing or being possession of, or dealing in stolen items</li> <li>• Repeated use of a mobile phone/smart watch at school</li> <li>• Photographing, videoing, publishing, posting, sharing or recording sound, photographs or video of individuals, the school, or school events contrary to the school's Student Code of Conduct.</li> </ul>	<p><b>Suspension 1-10 days or 11-20 days</b></p> <p style="text-align: center;"><b>Behaviour Support Plan (BSP)</b></p> <p>While this outcome may not be given in all cases, it is the likely outcome for the identified misbehaviours.</p>

Intensive Management of Major Disciplinary Matters by the Principal:

Exclusion:

Behaviour	Most Likely Outcome
<p>Serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment/assault, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school events/activities, using or sharing of explicit pornographic material, use of internet or electronic media/devices to abuse or denigrate).</li> <li>• Physical assault of any staff member</li> <li>• Behaviour that interferes with the property of any member/s of the school or broader community, the school or on school premises or at school events/ activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.)</li> <li>• Possession of certain inappropriate items or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or other explosives etc.).</li> <li>• Serious cases of inappropriate use, possession, supply of substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue or medication).</li> <li>• Habitual misconduct/ disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school’s Student Code of Conduct).</li> <li>• Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school.</li> <li>• Conduct on or off school premises, during or out of school hours that poses an unacceptable risk to the safety or wellbeing of students or staff.</li> <li>• If a student is charged with a non-serious offence or a serious offence but it is in the best interests of other students and staff for a student not to attend.</li> </ul>	<p><b>Exclusion</b></p> <p>While this outcome may not be given in all cases, it is the likely outcome for the identified misbehaviours.</p>

Cancellation for a student who is 16 years of age and/or has completed Year 10:

Behaviour	Most Likely Outcome
<ul style="list-style-type: none"> <li>• Repeated failure to attend class</li> <li>• Repeated failure to submit assessment including but not limited to assignments</li> <li>• Unsatisfactory effort by the student in the classroom.</li> </ul>	<p><b>Cancellation of Enrolment</b> - The enrolment at a State school of a student who is more than the compulsory age of attendance may be cancelled on the ground that the student’s behaviour amounts to a refusal to participate in the educational program provided.</p>

**Re-entry following suspension**

Students who are suspended from Browns Plains State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to support the student to assist in their successful re-engagement in school following suspension. In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

The discipline policies at Browns Plains State High School are designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. The policies are outlined below:

- 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

Property can be temporarily removed from a student if a staff member is reasonably satisfied that the removal is necessary to:

- Preserve the caring, safe, supportive and productive learning environment of the school
- Maintain and foster mutual respect among staff and students at the school
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions
- Provide for the effective administration of matters about the students of the school
- Ensure compliance with the school's Student Code of Conduct or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the school may retain the property for handing to police. Examples of this type of property includes (but is not restricted to) items that could be used as a weapon, drug paraphernalia/drugs (including alcohol, tobacco, vapes and/or related substances) or any other item that may cause harm.

If the property is not illegal, but contravenes Browns Plains State High School policy (for example, but not limited to, non-uniform compliant jewellery and clothing items, aerosol cans, mobile phones) staff are able to confiscate the item for a reasonable period of time (for example, mobile phones are to be collected at the end of the school day; jewellery and non-uniform items are able to be collected at the end of the week). The staff member will make clear to the student when and where the item may be collected. In most cases, collection will be from the school administration office.

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).

### Removing Property Guidelines:

- Consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- Consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.
- Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, staff should seize the bag immediately and remove it from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- Under normal circumstances, staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, Principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- State school staff do not have the authority to search the person of a student. If a search is considered necessary the police should be called to make such a determination.

### Return of temporarily removed student property

- Mobile phones that have been temporarily removed will be stored in a secure room of the administration office and may be collected by students at the end of the school day.
- Jewellery and non-uniform items that contravene the Student Dress Code may be collected from the administration office at the end of the school week.
- Items deemed to be unsafe but not illegal may be stored in the administration office and can be collected by parents/carers as organised by staff.



## Retention of temporarily removed student property

- Principal and state school staff may retain temporarily removed student property if
  - the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police.
  - Police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
    - if police seize the property under the [Police Powers and Responsibilities Act 2000 \(Qld\)](#) External link, Principal or staff will advise the student and their parent of this action and advise that the temporarily removed student property is no longer in the possession of school staff
    - if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- If the student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- Where staff reasonably suspect that the student is not the lawful owner of the property.

## Use of mobile phones and other devices by students

Students at Browns Plains State High School may use their laptop or tablet during class time for learning purposes as part of the 'Bring Your Own Device Program'.

As per Queensland Government policy, mobile phones and certain wearable electronic devices such as smartwatches have been banned from all Queensland state schools during school hours from 1 January, 2024. This includes break times.

It is unacceptable for students at Browns Plains State High School to:

- Use a mobile phone during school hours
- Use other devices in an inappropriate or unlawful manner
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws
- Ignore teacher directions for the use of social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use in-phone cameras unless expressly instructed to do so by a classroom teacher for learning activities
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

## Recording voice and images

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

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

Students involved in:

- recording; and/or
- disseminating material (through social media, email, text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording are in breach of the school's policy

Student Code of Conduct



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 Queensland Police Service.

### **Text/email/social media communication**

The sending of messages via text, email or social media 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 messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

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

## **Preventing and responding to bullying**

Browns Plains State High School's Wellbeing and Connectedness Framework embeds the Australian Student Wellbeing Framework - to promote positive relationships and the wellbeing of all students, staff and visitors at the school. It is recognised that building positive relationships underpins student learning and is optimised when they feel connected to others and experience safe and trusting relationships. Browns Plains State High School has a Student Support Team comprised of a diverse range of staff who meet regularly to promote strategies to improve student wellbeing, safety and learning outcomes.

At Browns Plains State High School we believe students should be supported to develop skills required to demonstrate respectful behaviour to all. Our Junior School Wellbeing Program and Senior School Access Program provide ongoing opportunities for students to learn and develop their social, emotional and wellbeing skills.



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:

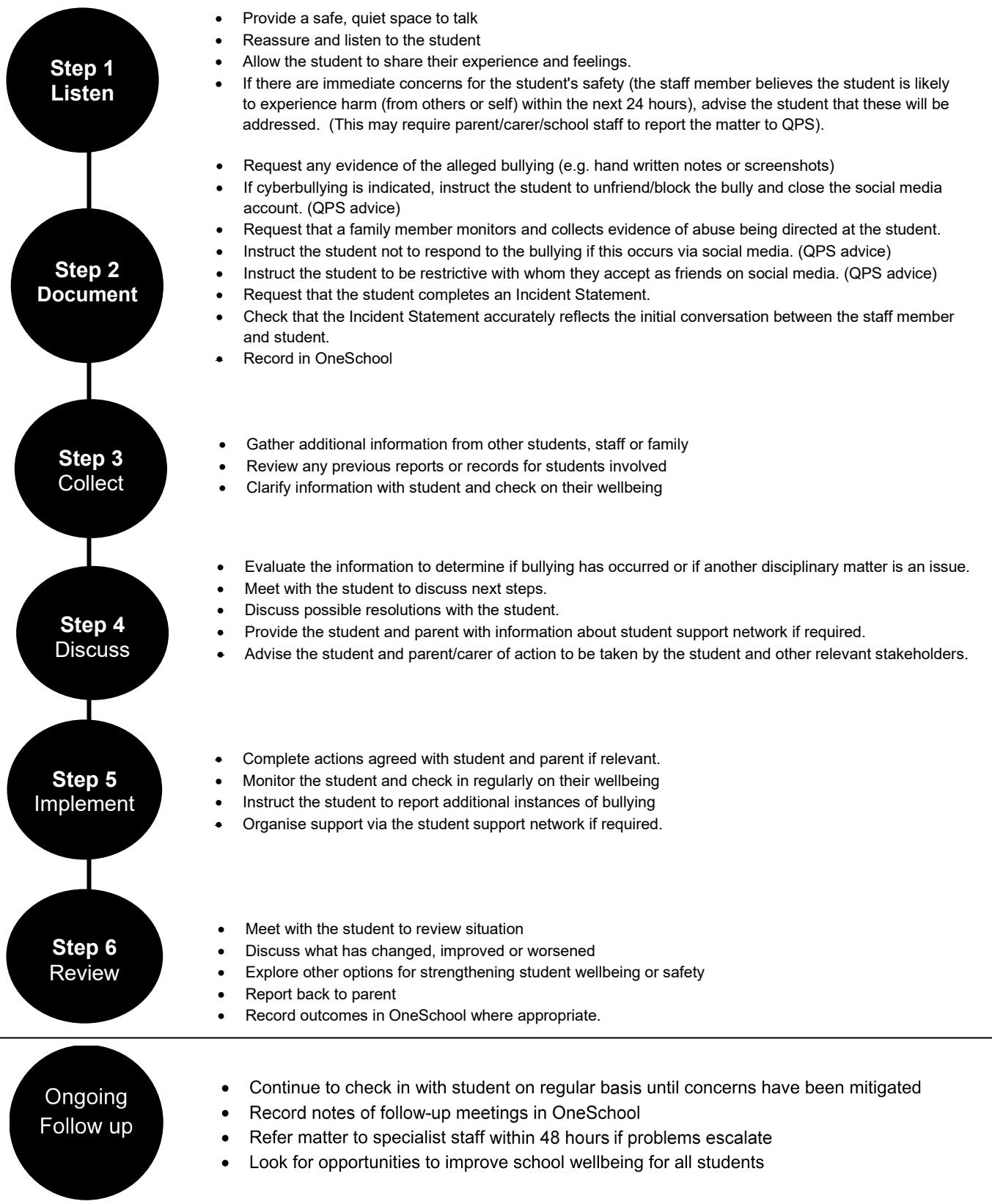
- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

The Anti-Bullying enrolment agreement is a contract that provides a clear outline of the way our community works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise. Please see Appendix 1 to view the Anti Bullying Compact.

The following flowchart explains the actions that Browns Plains State High School teachers and students will take in relation to student bullying, including cyberbullying which may have occurred online or outside of the school setting.

Browns Plains State High School – Suggested Bullying response flowchart for staff.

**Key contacts for students and parents to report bullying:  
Years 7 to 12: Year Level Coordinators, Deans of Students, Guidance Officer.**



## Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media.

Students are not permitted to access social media during school hours and on the school premises as agreed to in the Enrolment documentation.

Information for students:

- Everything that is shared, commented on, liked and posted online contributes to an individual's digital identity.
- When online, never provide home address, phone number, email address, passwords or any other personal information.
- Delete or block unknown or untrusted people.

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?
- Be a good role model
- Parents have a role in supervising and regulating their students' online activities at home and the impact on the reputation and privacy of others.
- Student, parental and community feedback is important for schools and the department.
- Complaints or inquiries about an issue at school should be made in person.
- 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.

### 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'.

### What about other people's privacy?

If photos of other people are uploaded, consideration should be given in regard to who might be in the background. While some parents/carers are unconcerned, others are not, therefore tagging or naming students should be avoided.

### What if problem content is encountered?

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 the problem content is explicit, pornographic or exploitative of minors, a record of the URL or the page containing that content should be retained but NOT printed or shared. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- Block the offending user or delete the social media account
- Report the content to the social media provider.

## Cyberbullying

Browns Plains State High School recognises the need, at times to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Cyberbullying is treated with the same level of seriousness as in-person bullying.

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

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 Browns Plains 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. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant Dean of Students or Deputy Principal.

# 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](#).

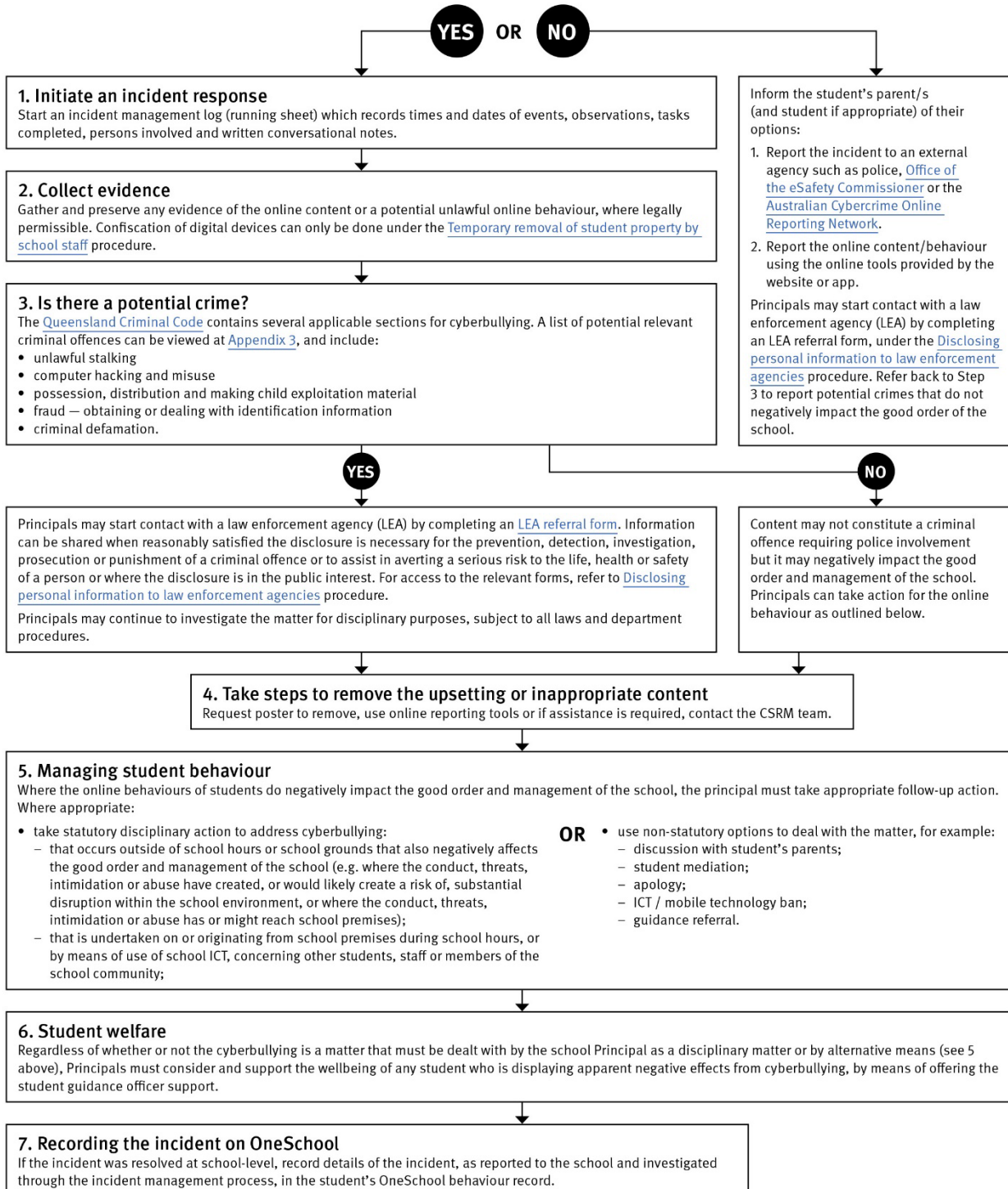
### Explicit images

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](#).

### Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



# Restrictive Practices

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 used 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.

## **Physical restraint is applied in exceptional circumstances:**

- As an immediate or emergency response
- As part of a student's individual plan, including prevention of self-harming behaviours
- When other options have been considered, such as allowing the student to withdraw or move away, or moving other people from the situation
- After considering the wellbeing of the student, staff and other students
- With such force as is reasonable under the circumstances
- In conjunction with teaching and reinforcement of alternative appropriate behaviour
- When developing strategies to deal with situations involving use of physical restraint
  - following risk management procedures
  - following procedures in accordance with Code of Conduct
  - <http://education.qld.gov.au/corporate/codeofconduct/index.html> following procedures in accordance with Student Protection
- In consideration of any issues that might exacerbate the situation such as:
  - with body language, tone of voice or facial expressions
  - sensitivity to sounds or touch by students
  - student's methods of communication
- Following specific processes, where applicable, for:
  - Physical Restraint - Immediate or Emergency Response
  - Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan).

## Emergency responses or critical incidents

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

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

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

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

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



## Appendix 1:



## Anti-Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature	
Parent's signature	
School representative signature	
Date	