



Biloela State High School

Student Code of Conduct 2020-2023

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 2020-2024

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Date:	07/12/2020
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P/C President and-or School Council Chair:	
Date:	07-12-2020

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Purpose

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

The climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive climate is based upon the quality of relationships between staff, students and the community. This positive climate permeates all the school's activities and helps form a strong sense of social cohesion.

Biloela State High School's Student Code of Conduct reflects this commitment and seeks to provide guidelines for all members of the school community to promote **fair, consistent** and **respectful practices** that support learning in its broadest context.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Principal's Foreword

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

Biloela State high school has four core values, I am SAFE, I am MY BEST, I am RESPECTFUL and I am RESPONSIBLE.

I am SAFE for self and others

I am MY BEST 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

I am RESPECTFUL act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

I am RESPONSIBLE act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

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

Biloela State High school 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.

Consultation

The consultation process used to inform the development of the Biloela State High School Student Code of Conduct occurred in three phases.

In the first phase, we identified a team (Teachers, HODs, Principal) that would work together to review the expectations of what would be required for the new Student Code of Conduct, and what we could use from our previous Responsible Behaviour plan for Students. We focused on the Data Overview and Learning and Behaviour Statement. Once completed we took to staff for feedback.

In the second phase, we reviewed our Whole School Approach to Discipline, Disciplinary Consequences and School Policies, and shared with staff for feedback.

In the third phase, we provided a draft copy of the Student Code of Conduct to the P & C Executive, student leaders and parents where given the opportunity, via the newsletter, to contact the school to receive a copy for feedback. Feedback was requested around all aspects of the document.

Review Statement

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

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/carers, 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/carer 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 four different confidential surveys for

- parents
- students
- staff
- principal.

For more information, refer to [frequently asked questions](#) page.

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)	94%	86%	87%
this is a good school (S2035)	92%	78%	79%
their child likes being at this school* (S2001)	94%	91%	89%
their child feels safe at this school* (S2002)	96%	82%	91%
their child's learning needs are being met at this school* (S2003)	86%	75%	82%
their child is making good progress at this school* (S2004)	92%	80%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	89%
teachers at this school motivate their child to learn* (S2007)	92%	82%	78%
teachers at this school treat students fairly* (S2008)	80%	71%	72%
they can talk to their child's teachers about their concerns* (S2009)	90%	89%	87%
this school works with them to support their child's learning* (S2010)	90%	82%	81%
this school takes parents' opinions seriously* (S2011)	80%	79%	67%
student behaviour is well managed at this school* (S2012)	77%	61%	54%
this school looks for ways to improve* (S2013)	85%	86%	78%
this school is well maintained* (S2014)	89%	87%	83%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2017	2018	2019
they are getting a good education at school (S2048)	89%	93%	82%
they like being at their school* (S2036)	81%	87%	74%
they feel safe at their school* (S2037)	91%	91%	77%
their teachers motivate them to learn* (S2038)	86%	89%	82%
their teachers expect them to do their best* (S2039)	93%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	80%	83%	84%
teachers treat students fairly at their school* (S2041)	67%	79%	73%
they can talk to their teachers about their concerns* (S2042)	69%	76%	74%
their school takes students' opinions seriously* (S2043)	68%	77%	71%
student behaviour is well managed at their school* (S2044)	73%	71%	46%
their school looks for ways to improve* (S2045)	85%	90%	83%
their school is well maintained* (S2046)	80%	83%	71%
their school gives them opportunities to do interesting things* (S2047)	81%	87%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	94%	86%	87%
they feel that their school is a safe place in which to work (S2070)	92%	84%	88%
they receive useful feedback about their work at their school (S2071)	84%	72%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	69%	77%
students are encouraged to do their best at their school (S2072)	92%	87%	92%
students are treated fairly at their school (S2073)	88%	76%	88%
student behaviour is well managed at their school (S2074)	84%	37%	76%
staff are well supported at their school (S2075)	86%	60%	81%
their school takes staff opinions seriously (S2076)	79%	63%	79%
their school looks for ways to improve (S2077)	90%	84%	93%
their school is well maintained (S2078)	86%	72%	95%
their school gives them opportunities to do interesting things (S2079)	78%	72%	81%

* 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. Suspensions, exclusions and cancellations of enrolment are only used as a last resort 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.

BILOELA STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	104	207	213
Long Suspensions – 11 to 20 days	3	7	7
Charge related Suspensions	0	0	0
Exclusions	1	2	2

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.

Multi-Tiered Systems of Support

Biloela State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. Our 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">- Positive Behaviour for Learning (PBL) Weekly Focus Lessons: data driven lessons focusing on the explicit teaching of expected behaviours by location.- Wellbeing: weekly lessons explicitly teaching students personal and social capabilities from Australian Curriculum- Australian Council for Educational Research (ACER) Survey: twice yearly survey monitoring student wellbeing under the subcategories of: Mood, Resilience, Engagement, Communication, Relaxation and Positivity.- Stymie: anonymous online bullying referral system, accessible from any online device for students to report concerns to school support staff.- Stymie weekly focus: discussed with students to encourage positive interactions online.
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</p>

	<p>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"> - Rock and Water: martial arts based games and exercises that empower students to negotiate using 'Rock' or 'Water' approaches during conflict. - RAGE: solution focused, strength-based program to assist students to manage their anger, recognise their body cues and identify the different faces of anger. - Friends for Life: teaches students social and emotional skills that improves confidence, the ability focus and increase their capacity to regulate their emotions. - DRUMSPEAK: social, emotional program using rhythm to create a sense of connection and belonging. - Coaching Young People for Success: students work through a series of modules to assist them to identify their key strengths and set short and long term goals in order to design a life and career pathway that matches core values and preferences. - Love Bites: this is respectful relationships education program that focuses on the development of respectful relationships.
<p>3</p>	<p>Individualised services for a 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 (their FSA) and should include strategies to:</p> <ul style="list-style-type: none"> - Check-in Check-out Processes - Practical Functional Behaviour Assessment Tool - Individual Support Plans - Student Support Services: Youth Support Officer (YSO); Industry Liaison Officer (ILO), Chaplain, School Based Youth Health Nurse, Guidance Officers (Junior and Senior) Community Education Counsellor (CEC) - External Agencies, example: Family and Child Connect (FACC), Child Youth Mental Health Support (CYMHS) and Anglicare.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student

is given the support they need to be successful. *This also means that not everyone will be treated the same, because no two students have the same needs.* 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 teaching and support staff 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 matters, such as bullying, very seriously and staff will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at Biloela State High School, or the way our staff have responded to their behaviour, please contact the relevant year level deputy principal or principal to discuss the matter.

Student Wellbeing

Biloela State High School offers a range of programs and services to support the wellbeing of students in our school. A specific wellbeing program in weekly lessons is implemented based on the personal and social capabilities (self-awareness, self-management, social-awareness and social- management). ACER survey data is collected from students twice a year to ensure the program caters for Biloela State High School student needs and to evaluate the program's effectiveness.

Learning and wellbeing are inextricably linked as students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Biloela State High School's Whole School Curriculum Plan and the Student Learning and Wellbeing Framework supports the creation of positive school cultures. This is achieved by 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.

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

Effective communication is also critical to ensure the wellbeing needs of students are addressed. Biloela State High School conducts regular student support meetings to ensure effective communication with all stakeholders is achieved. 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 at Biloela State High School. This can be done by contacting the office on 49928666.

Support programs

Biloela State High school also runs a range of support programs to help develop the social and emotional wellbeing of students. These programs may include:

- Inspire
- Rock and Water
- Love Bites Program
- A2B

Policy and expectations

Biloela State High School acknowledges that within a school community, there are specific health and wellbeing issues that may need to be addressed for the whole school, specific students, or in certain circumstances.

These may include:

Drug education and intervention

Biloela State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. This may involve a referral to the School Based Youth Mental Health Nurse and /or a referral to the Youth Alcohol and Other Drugs Services.

Specialised health needs

Biloela 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 usually by a regional school nurse 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

Biloela 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.

Biloela State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.
Off-Campus activities always have an allocated First Aid kit.

Mental health

Biloela 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 may include facilitating the development, implementation and periodic review of a Student Plan. Biloela State High School Guidance Officers liaise with a range of external agencies including CYMHS and external counselling services and health professional to support the mental health of students.

Suicide prevention

Biloela State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer/s or Principal / Deputy Principal.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, staff enact the Biloela State High School Suicide Continuum and response plan, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, staff immediately enact the Biloela State High School Suicide Continuum and response plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Biloela 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 provide 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 Biloela State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Guidance Officers	<ul style="list-style-type: none"> • Provide services to students (groups and individuals) who refer themselves or are referred by teachers, parents or caregivers • Offer personal counselling and advice, as well as provide information around careers, personal development and health/welfare in a confidential setting • Work in partnership with external organisations in the community and beyond is particularly helpful in cases of mental health and wellbeing, critical incidents, substance abuse and child protection • Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions • Provide a comprehensive student support program within the school environment offering counselling with students on a one on-one basis or in a group setting • Assist students with specific difficulties, acting as a mediator or providing information on other life skills • Liaise with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department -Junior Secondary	<ul style="list-style-type: none"> • Work with students on engagement • Work with teachers on strategies for curriculum delivery and behaviour support • Supports students in transition from primary to secondary school
Head of Department - Senior Secondary	<ul style="list-style-type: none"> • Work with students on engagement • Work with teachers on strategies for curriculum delivery and behaviour support • Supports students in career planning (SET Planning)
House Coordinators	<ul style="list-style-type: none"> • Work with parents, carers and students to support attendance • Pastoral care and peer interactions • Facilitate student information across curriculum areas for parents • Fostering student mentoring and leadership • Planning of school community events
School Based Health Nurse	<ul style="list-style-type: none"> • Individual health consultations • Focuses on the preventative health of young people • Common issues that young people access the service for are health concerns, personal and family problems, smoking, alcohol or drug use, sexual health, healthy skin, feeling unhappy or stressed, puberty, healthy eating, exercise and weight information, getting in touch with the right service and anything that impacts on their feeling of health and wellbeing

Chaplain	<ul style="list-style-type: none"> • Provides social, emotional and spiritual support to students, parents and staff, taking into account the specific needs of the school • Provides support for a range of day-to-day matters affecting the school community and communicates effectively with the support team • Works alongside school counsellors and staff in providing support for students who may be experiencing grief and loss, family breakdown, relationship issues and a range of other issues. • Home visits • Pastoral care • Facilitation of social and emotional programs
Youth Support Coordinator	<ul style="list-style-type: none"> • Provides services to young people and their families aged 11 – 18 who are at risk or disengaged from learning • Provides this supports by creating strong and positive links with students, families and community services • Provides assistance through programs to develop social and personal skills with our students • Home visits • Provision of school essentials and organises food, uniforms and school items when required
Industry Liaison Officer	<ul style="list-style-type: none"> • Work Experience • School based traineeship and apprenticeships • Distance Education • Online University studies • VET courses
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and /or Torres Strait Islander students • Participates in development activities to enhance the involvement in education of our Aboriginal and /or Torres Strait Islander students and families • Provide information to school community about Aboriginal and /or Torres Strait Islander social and cultural protocols • Conducts home visits

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include:

- Principal Advisor Student Protection
- Mental Health Coach
- Autism Coach
- Inclusion Coach
- Success Coach
- Advisory Visiting Teachers
- Senior Guidance Officers

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the year level deputy or principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students: I am SAFE, I am MY BEST, I am RESPECTFUL, I am RESPONSIBLE.

Students

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, 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 the school office, included in the student diary, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. In addition, each teacher may tailor their own set of examples to help students and visitors

understand the expectations and meet the standards we hold for everyone at Biloela State High School.

BEHAVIOUR EXPECTATIONS MATRIX

	School	Classroom	Playground	Toilets	Excursions	Technology
I am SAFE	<p>I do not make physical contact with others.</p> <p>I am aware of the school's emergency procedures and follow them as instructed.</p> <p>I travel to and from school in a safe manner.</p>	<p>I use chemicals, equipment and machinery correctly and only as directed by staff.</p> <p>I report hazards that may cause harm to others and myself.</p>	<p>I practise sun safety.</p> <p>I move appropriately through the playground.</p> <p>I play fair and follow the rules of games.</p> <p>I report hazards that may cause harm to others and myself.</p>	<p>I wash my hands with soap and water.</p> <p>I report hazards.</p>	<p>I comply with rules, laws and regulations specific to the excursion.</p>	<p>I keep my computer username and password to myself.</p> <p>I practise cyber safety.</p>
I am my BEST	<p>I wear the correct school uniform.</p> <p>I actively participate in my school community.</p> <p>I behave appropriately when wearing my school uniform in the community.</p>	<p>I actively participate in my learning in class.</p> <p>I ask questions when I do not understand something.</p> <p>I strive to meet the success criteria in every lesson.</p> <p>I track my academic progress.</p> <p>I set goals for improvement.</p>	<p>I share space and am inclusive of others.</p> <p>I get a drink and go to the toilet prior to the second bell.</p>	<p>I use the space appropriately.</p>	<p>I represent my school with pride.</p> <p>I participate in and value the cultural, learning and sporting activities undertaken.</p>	<p>I use technology to further my learning.</p> <p>I have a positive presence online.</p>
I am RESPECTFUL	<p>I follow the instructions of staff.</p> <p>I am accepting of individual differences.</p> <p>I use appropriate language.</p>	<p>I follow the instructions of staff.</p> <p>I respect staff and students right to teach and learn.</p> <p>I put my rubbish in the bin.</p>	<p>I follow the instructions of staff.</p> <p>I respect others with my words, hands and actions.</p> <p>I treat equipment and property with care.</p> <p>I put my rubbish in the bin.</p> <p>I treat all animals with respect.</p>	<p>I keep toilets free from inappropriate materials.</p> <p>I respect others' right to privacy.</p>	<p>I follow the instructions of staff and community members.</p> <p>I acknowledge the effort of those facilitating the excursion.</p>	<p>I respect the privacy of others.</p> <p>I do not take and/or share photos/videos of students and staff.</p> <p>I respect others technology.</p> <p>I acknowledge all sources and others work.</p>
I am RESPONSIBLE	<p>I attend school every day.</p> <p>I lock up my bike/scooter/skateboard.</p>	<p>I am on time to class.</p> <p>I bring all the equipment to class that I need to participate in learning activities.</p> <p>I manage my time effectively to complete all tasks.</p> <p>I keep my area clean.</p>	<p>I keep my area clean.</p> <p>I adhere to bell times (eat, play and class time).</p> <p>I stay in approved areas.</p>	<p>I use this area for its designed use.</p> <p>I report any issues (graffiti, messes) to teachers or the office.</p> <p>I use my lunchtimes to go to the toilet.</p>	<p>I submit my permission form and payment on time.</p> <p>I am prepared with all materials needed to participate in the excursion.</p>	<p>I am responsible for any technology I bring to school.</p> <p>I ensure that my devices are charged before school.</p> <p>I report inappropriate use of technology.</p> <p>I report online bullying.</p> <p>I use technology for educational purposes only.</p>

Parents and staff

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

I am SAFE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Follow school policy around communicating with your child during school hours.	Give clear guidance about the procedure for contacting/communicating with your child during school hours.
Follow school policy and workplace health and safety requirements when visiting the school.	Give clear guidance about the procedure for visiting the school

I am my BEST

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support your children in attending school every day and notify the school promptly of any absences or changes in contact details.	Create a safe, supportive and inclusive environment for every student.
Support your child to meet the learning and behavioural expectations at school.	Be clear about our learning and behavioural expectations, and contact you to provide feedback about your child's progress.
Stay informed about school news and activities by reading the school newsletter and other communication from the school.	Use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events. We will provide additional methods of communication e.g. Facebook, electronic sign.
Seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	Work closely with families to accommodate their personal needs, including work commitments, finances and family structure. We will celebrate success and communicate concerns in a timely manner.
Take a positive, solution-focused approach to resolving complaints.	Nominate a contact person for you to work with to resolve a school related complaint.
Ensure your child follows the uniform policy.	Provide a clear uniform policy. We will enforce this policy and provide feedback to about your child's compliance with this. We will provide support for students to follow the uniform policy.

I am RESPECTFUL

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Remain respectful in your conversations at home about school staff.	Ensure positive behaviours are role modelled for all students.
Respect the obligation of staff to maintain student and family privacy.	Maintain confidentiality about information relating to your child and family.
Recognise and respect all individuals and will be non-judgmental and fair to others in the school community.	Welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
Help your child to see the strengths and benefits in diversity and difference in their classmates	Promote every child's individuality and build a cohesive, inclusive classroom and school culture.
Respect school, student, and staff privacy in your online communications	Act quickly to address social media issues that affect staff, students or families.
Respect decisions and instructions made by school staff and encourage your child to respect them.	Act in a fair and professional manner when delivering decisions and instructions and will be open to communicate around those.

I am RESPONSIBLE

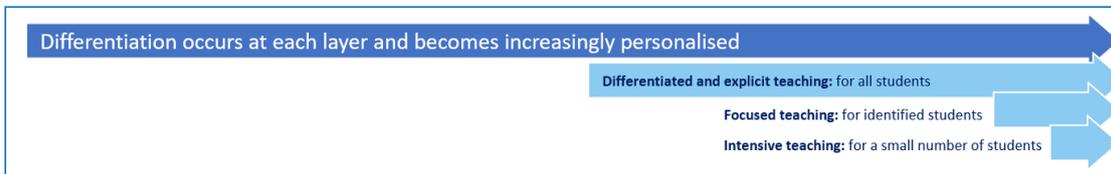
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Share relevant information about your child's learning, social and behavioural needs with school staff.	Share relevant information with you about your child's learning, social and behavioural progress at school.
Make an appointment to speak with the appropriate staff member (class teacher, House Coordinator, support staff, HOD, Deputy Principal or Principal) to discuss any matters relating to your child.	Respond as soon as practical to your request for an appointment and negotiate a mutually agreeable date and time with you.
Contact the school if you are concerned about the behaviour of a staff member, another student or parent.	Work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
Will ensure your child has the equipment needed to be ready for learning and will contact the school if you need assistance with this.	Support students who need assistance to be prepared for learning.

Differentiated and Explicit Teaching

Biloela 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. Staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Staff at Biloela 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 staff 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 focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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 Biloela 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.

Biloela 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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Berry Street Trauma Informed Practice
- Check and Connect
- Poverty Training
- Shared Concern Method
- Functional Based Assessment.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Biloela 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. Essential Skills for Classroom Management strategies, supports 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, supports 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 put processes in place for the temporary removal of a student/s from the classroom. At Biloela State High School, the removal of students from class is known as the Collegial Support Classroom process.

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

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

Differentiated

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

- Explicit expectations (What Why How) regularly - give 30 second 'take-up' time for student/s to process instruction/s
- Proactive rule referrals
- Use of Peripheral Vision – scanning classroom for students who are following expectations

- Verbal Instruction – different methods for gaining attention of students
- Positive Reinforcement
- Description of Reality – stating what is actually happening in the classroom
- Cueing through others – recognising students who are following expectations, to redirect others
- Selective Attending – attending to behaviours that disrupt the learning of others
- Curriculum Refocus
- Close talk
- Non-verbal redirection – use of gestures / signals to bring class back to learning
- Proximity
- Questioning to redirect
- Humour to redirect
- Pause in talk
- Call student name
- Verbal redirection
- Post lesson discussion
- Give choice/warning
- Follow through
- Revised seating plan and relocation of student/s
- Low voice and tone for individual instructions
- Break down tasks into smaller chunks
- Detention
- Collegial Support Classroom (CSC) Process

Focused

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

- Functional Behaviour Assessment Tool
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Discipline Improvement Plan
- 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
- Mediation meetings
- Coaching Young People for Success

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
- Flexible Timetable
- 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.

Minor and Major Behaviours Matrix

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

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly to the executive leadership team

Minor behaviours are those that:

- are minor breaches of the school behaviour expectations or policies and procedures;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or the leadership team.

Minor problem behaviours may result in the following consequences:

- *a re-direction procedure* - The staff member takes the student aside and asks:
 - What are you doing? If necessary, the teacher states the observed behaviour.
 - What should you be doing? If necessary, the teacher states the desired behaviour.

- What happens if you do it again? If necessary, the teacher states the possible consequence.
- a minor consequence that is logically connected to the problem behaviour

Major behaviours are those that:

- significantly violate the rights of others;
- put self/others at risk of harm; and
- require the involvement of school leadership team.

Major behaviours result in an immediate referral to the leadership team because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour.

The staff member then completes the office referral form and sends the student to Administration.

	Minor	Consequences	Major	Consequences
I am SAFE	<p>Inappropriate use of chemicals, equipment, objects and machinery. <i>(Misconduct involving object)</i></p> <p>Not wearing a school hat <i>(Non-compliant with routine)</i></p> <p>Rough play <i>(Physical misconduct)</i></p> <p>Playing contact sport <i>(Physical misconduct)</i></p>	<p>Lunch time detention</p> <p>Phone call home</p> <p>Meeting with parent/carer</p> <p>Temporary removal from activity</p> <p>Temporary loss of privileges</p> <p>Confiscation of property through the office</p> <p>Restitution</p>	<p>Inappropriate use of chemicals, equipment, objects and machinery with the potential to cause harm. <i>(Misconduct involving object)</i></p> <p>Sharing of usernames and passwords. <i>(IT Misconduct)</i></p> <p>Use of others usernames and password. <i>(IT Misconduct)</i></p> <p>Physical violence <i>(Physical misconduct)</i></p> <p>Possession, use or distribution of tobacco and/or alcohol. <i>(Substance misconduct involving tobacco and other legal substances)</i></p> <p>Possession, use or distribution of illegal substances. <i>(Substance misconduct involving illicit substance)</i></p> <p>Possession, use or distribution of weapons. <i>(Possess prohibited items)</i></p> <p>Possession, use or distribution of paraphernalia (vaporiser, lighter, matches, etc) <i>(Possess prohibited items)</i></p>	<p>Phone call home</p> <p>Meeting with parent/carer</p> <p>Lunch time detention</p> <p>Afternoon detention</p> <p>Temporary loss of privileges</p> <p>Confiscation of property through the office</p> <p>Restitution</p> <p>Temporary removal from subject</p> <p>Permanent removal from subject</p> <p>Extended withdrawal</p> <p>Suspension</p> <p>Exclusion</p>
I am MY BEST	<p>Failure to wear the school uniform correctly <i>(Dress code)</i></p> <p>Failure to participate in class activities <i>(Refusal to participate in program of instruction)</i></p> <p>Failure to complete homework <i>(Refusal to participate in program of instruction)</i></p>	<p>Removal of prohibited items</p> <p>Confiscation of prohibited items through the office</p> <p>Change of clothes at the office</p> <p>Lunch time detention</p> <p>Homework</p> <p>Phone call home</p> <p>Meeting with parent/carer</p>	<p>Failure to complete minor consequences <i>(Third minor referral)</i></p> <p>Plagiarism <i>(Lying/cheating)</i></p> <p>Cheating <i>(Lying/cheating)</i></p> <p>Failure to complete drafts or assessment <i>(Non-compliant with routine)</i></p> <p>Non submission of drafts or assessment <i>(Non-compliant with routine)</i></p> <p>Behaving inappropriately in uniform on the way to and from school <i>(Other)</i></p>	<p>Lunch time detention</p> <p>Afternoon detention</p> <p>Homework</p> <p>Phone call home</p> <p>Meeting with parent/carer</p> <p>Extended withdrawal</p> <p>Suspension</p> <p>Exclusion</p> <p>Cancellation of enrolment (years 11 and 12 only)</p>
I am RESPECTFUL	<p>Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i></p> <p>Excessive talking <i>(Disruptive)</i></p> <p>Excessive calling out</p>	<p>Seating plan</p> <p>Detention</p> <p>School community service</p> <p>Phone call home</p>	<p>Failure to follow instructions of staff <i>(Defiant/threat/s to adults)</i></p> <p>Failure to complete minor consequences <i>(Third minor referral)</i></p>	<p>Phone call home</p> <p>Meeting with parent/carer</p> <p>Lunchtime detention</p> <p>Afternoon detention</p>

	<p><i>(Disruptive)</i></p> <p>Repeatedly walking around the room <i>(Disruptive)</i></p> <p>Use of offensive language in general conversation <i>(Verbal misconduct)</i></p> <p>Littering <i>(Property misconduct)</i></p> <p>Vandalism - Minor <i>(Property misconduct)</i></p> <p>Inappropriate use of electronic devices - playing games/listening to music/texting/receiving or making phone calls/using social media <i>(IT Misconduct)</i></p>	<p>Meeting with parent/carer</p> <p>Confiscation of property through the office</p> <p>Restitution</p>	<p>Use of offensive language/gesture directed at another student. <i>(Verbal misconduct)</i></p> <p>Use of offensive language/gesture directed at a staff member. <i>(Verbal misconduct)</i></p> <p>Use of offensive language/gesture directed at community members including parents <i>(Verbal misconduct)</i></p> <p>Vandalism - Major <i>(Property misconduct)</i></p> <p>Theft <i>(Property misconduct)</i></p> <p>Inappropriate use of electronic devices – taking and distribution of images and/or recordings <i>(IT misconduct)</i></p> <p>Bullying/harassment/defamation <i>(Bullying/harassment)</i></p> <p>Inappropriate treatment of animals <i>(Other)</i></p>	<p>Apology</p> <p>Mediation</p> <p>Confiscation of property through the office</p> <p>Restitution</p> <p>School community service</p> <p>Temporary removal from subject</p> <p>Permanent removal from subject</p> <p>Extended withdrawal</p> <p>Suspension</p> <p>Exclusion</p>
I am RESPONSIBLE	<p>Late to class <i>(Late)</i></p> <p>Leaving class without permission <i>(Truant/skip class)</i></p> <p>Repeated failure to bring equipment to class <i>(Non-compliant with routine)</i></p> <p>In an out of bounds area <i>(Non-compliant with routine)</i></p> <p>Lying <i>(Lying/cheating)</i></p> <p>Chewing gum <i>(Non-compliant with routine)</i></p>	<p>Lunch time detention</p> <p>Phone call home</p> <p>Meeting with parent/carer</p> <p>Confiscation of property through the office</p>	<p>Failure to complete minor consequences <i>(Third minor referral)</i></p> <p>Truancy <i>(Truant/skip class)</i></p> <p>Leaving school without permission <i>(Truant/skip class)</i></p>	<p>Phone call home</p> <p>Meeting with parent/carer</p> <p>Afternoon detention</p> <p>Extended withdrawal</p> <p>Suspension</p> <p>Exclusion</p>

NOTE: this is not an exhaustive list of behaviours, but to be used as examples

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Biloela State High School will be invited to attend a re-entry meeting. The main purpose of this meeting is to welcome the student, with their parent / carer, 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 will 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.

Reasonable adjustments

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

School Policies

Biloela 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
- Electronic device policy
- 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 Biloela State High School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Biloela State High School:

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

Parents of students at Biloela 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 Biloela 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 Biloela 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 Biloela 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 Deputy Principal / Principal or state school staff it is available for collection.

Electronic Device Policy

Biloela State High School acknowledges that:

- electronic devices and the development of student's technological skills are important in developing 21st century learners in a digital world.
- the inappropriate use of electronic devices at school is disruptive to the teaching and learning environment and good order and management of the school.
- electronic devices are also effective communication tools for parents/carers and provide peace of mind about the safety and security of their children, especially when normal routines of arriving to and leaving school may be varied.
- face-to-face interaction is an important part of a student's social skill development.
- excessive screen time can be detrimental to individual's health.

Approved Devices

For the purposes of this policy, school approved electronic devices are:

- desktop computers, laptops, tablets and cameras provided by the school.

Personal electronic devices that meet the Bring Your Own Device (BYOD) minimum requirements:

- Laptop or tablet (with keyboard) with a minimum 4GB RAM.
- Windows 10 / Mac OSx 10.12.x operating system or newer.
- Minimum of 120GB total storage (SSD or HDD). 240GB is preferable.
- Wi-Fi 802.11n/ac or better (5Ghz).
- Minimum battery life of 6 hours.
- At least 1 USB port.
- Video (HDMI or VGA) and Audio (3.5mm jack) Output.

For the purposes of this policy, all other electronic devices are not school approved, this includes but is not limited to:

- Mobile phone.
- Smart watch.
- Camera.
- IPod.
- Bluetooth devices.
- IPad/Tablet (that does not meet BYOD requirements).
- Laptop computer (that does not meet BYOD requirements).

Use of Electronic Devices

School approved electronic devices may be appropriately used in the classroom when it is a planned part of a teaching and learning activity and organised by the teacher.

School approved electronic devices may be appropriately used in the library at lunch times for learning purposes.

At all other times, school approved electronic devices are to be turned off and placed out of sight.

Devices that are not approved by the school are to be turned off and out of sight between the hours of 8:45am (first bell of the day) and 3:00pm (last bell of the day) and during all school events.

Music

Listening to music at school is prohibited. An exception may be granted if the use of music is part of a teaching and learning activity.

Prohibited Items

Sound devices are prohibited from school. For the purposes of this policy, sound devices include but are not limited to:

- Earphones.
- Boom boxes.
- Bluetooth speakers.

Back-up of Student Work

Students are required to back-up their work using the school network, USB or other means on a regular basis.

Security of Device

Students are urged to ensure the security of their personal electronic devices at school, as with other valuables. Personal electronic devices are used at the owner's risk. The school does not accept liability for the loss, theft, or damage to personal electronic devices brought to school.

Students can voluntarily hand in their personal electronic device at the school office for safekeeping. Devices must be handed in before 8:45am and collected after 3:00pm.

Use of Computer Laboratories/School Laptops:

- Students must be accompanied by a teacher at all times.
- Students must not move equipment.
- Prior to using a computer laboratory, teachers must have:
 - Read the Electronic Devices Policy.
 - Read the ICT Acceptable Use Agreement.
 - Recorded their booking on the School Online Booking System (SOBS).
- Assigned each student a computer and complete the Seating Plan document for each laboratory. This form is available on the Staff SharePoint.
- Submitted the Seating Plan document to the Computer Technician by email.

Prior to using a computer laboratory, students must have:

- Read the Electronic Devices Policy.

- Read and signed the ICT Acceptable Use Agreement.

Each lesson the teacher commences by:

- Monitoring the proper functioning of the mouse, keyboard, monitor and tower and immediately reports faulty or damaged equipment to the Computer Technician through the Service Centre Online.

<https://qlddet.service->

[now.com/sco/?id=sc_cat_item&sys_id=eb03f09e4f3e8344238c1d801310c7a3](https://qlddet.service-now.com/sco/?id=sc_cat_item&sys_id=eb03f09e4f3e8344238c1d801310c7a3)

- Amending their Seating Plan to include students who are not sitting at their allocated computer for any reason. A copy is submitted to the Computer Technician by email at the end of the lesson.

Each lesson the student commences by:

- Monitoring the proper functioning of the mouse, keyboard, monitor and tower and immediately reports faulty or damaged equipment to the teacher.

Each lesson the teacher concludes by:

- Monitoring the proper functioning of the mouse, keyboard, monitor and tower and immediately reports faulty or damaged equipment to the Computer Technician through the Service Centre Online.

<https://qlddet.service->

[now.com/sco/?id=sc_cat_item&sys_id=eb03f09e4f3e8344238c1d801310c7a3](https://qlddet.service-now.com/sco/?id=sc_cat_item&sys_id=eb03f09e4f3e8344238c1d801310c7a3)

- Ensuring rooms are locked and secured and all equipment is returned to the correct location.
- Pushing chairs in and leaving the room in a tidy condition.

Each lesson the student concludes by:

- Monitoring the proper functioning of the mouse, keyboard, monitor and tower and immediately reports faulty or damaged equipment to the teacher.
- Turning of the computer at the end of the day.

Images and Recordings

Students are not permitted to take or transmit images, videos or audio recordings at school using an electronic device.

An exception may be granted if a teacher has approved the use of a school provided electronic device to take images, videos or audio recording as part of a teaching and learning activity. In these instances, the teacher will provide the students with an Image and Recording Pass for the lesson. These images, videos or audio recording may only be used for the approved curriculum activity. All images and recordings must be deleted from electronic devices at the conclusion of the curriculum activity.

Contact

Between the hours of 8:45am (first bell of the day) and 3:00pm (last bell of the day), all personal electronic devices not approved by the school are to be turned off and out of sight.

If parents/carers need to convey a simple message to their child/ren, a text message/voicemail can be sent. Students are permitted to turn on their personal electronic device and check for messages before 8:45am and after 3:00pm. For the purposes of this policy, a simple message includes but is not limited to:

- Catch the bus home.
- Your brother/sister has gone home sick.

If parents/carers need to convey an urgent message to their child/ren, they need to contact the school office.

Consequences

Where a school approved electronic device is found to have been used inappropriately, the following consequences may apply:

Minor offences

- Teacher verbally redirects the student.
- Teacher redirects the students through AB Tutor.
- Teacher instructs the student to log off the electronic device.
- Teacher records the offence in One School.
- Teacher issues an appropriate consequence in accordance with the school's Student Code of Conduct.
- Phone call home.
- Detention.

Repeated minor and major offences:

- Teacher verbally instructs the student to shut down the electronic device.
- Teacher remotely shuts down the electronic device
- Teacher records the offence in One School and refers it to the appropriate member of the Leadership Team.
- Leadership Team issues an appropriate consequence in accordance with the school's Student Code of Conduct.
 - Phone call home.
 - Detention.
 - Removal of student ICT privileges for a period of time.
 - Extended withdrawal.
 - Suspension from school.
 - Restitution.

Where a personal electronic device not approved by the school is found to have been used, the following consequences may apply:

- Teacher instructs the student to hand the personal electronic device in at the office.
- Student hands in the personal electronic device at the office.
- Student is issued a slip from the school office for the personal electronic device.
- Student returns to the teacher to show them the slip for the personal electronic device.
- Teacher records the offence in One School and refers it to the appropriate member of the Executive Leadership Team.
- Executive Leadership Team issues an appropriate consequence in accordance with the school's Student Code of Conduct.
 - 1st offence – Detention.
 - 2nd offence – Extended Withdrawal.
 - 3rd offence onwards – Suspension.
- Executive Leadership Team contacts parent/carer to inform them of the offence and consequence.

Failure to hand in an electronic device when asked will be treated as failure to follow instructions of staff (major) and an Extended Withdrawal or Suspension will be issued as a consequence according to the school's Student Code of Conduct.

If the school becomes aware that an electronic device has been used for cyber-bullying or to capture or distribute images of nudity, violence or malice, appropriate action will be taken in accordance with the school's Student Code of Conduct. Students will be required to remove any material deemed to be offensive from the device, website or social network in the presence of the Principal. Failure to comply with such requests will result in serious disciplinary action in accordance with the school's Student Code of Conduct.

If it is believed that an electronic device has been used in a manner which contravenes legislation, the device may be confiscated by the Principal and handed to police for further investigation.

Preventing and responding to bullying

Biloela State High School uses a range of strategies through the student's wellbeing lessons where targeted support programs are implemented to promote positive relationships and the wellbeing of all students, staff and visitors.

The school participates in, and incorporates a range of national awareness programs that aim at responding and increasing awareness around the issue of bullying. These include: Bullying No Way, Harmony Week, and RUOK. The Wellbeing Program adds to this with lessons and activities that aim to develop a greater understanding of seen and hidden emotions, strategies to support conflict resolution, empathy, forgiveness and team work.

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. When parents and carers are positively engaged with their child's education there is an improvement in 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. 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.

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.

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

Support List for students and parents / carers to report bullying:

All classroom teachers

Care Group Teacher

House Coordinator

Junior Secondary HOD (7-9) – Mr Dean Brewer

Senior Secondary HOD (10-12) – Mrs Kath Zischke

Deputy Principal (7/8) – Mrs Linda Holman

Deputy Principal (9/10) – Mr David Hall

Deputy Principal (11/12) – Miss Tania Roach

Junior Guidance Officer –

Senior Guidance Officer –

School Chaplain – Mr Dan Gordon

STYMIE Web Application

STYMIE is a web app that helps schools overcome the bystander effect by enabling students to report incidents of bullying and harm, safely and anonymously. The web-app prompts students to write a short description of an incident involving bullying or harm. Students can also upload supporting evidence using screenshots of aggressive, threatening or harassing social media content or messages. Schools receive notifications via email, dealing with them according to their existing Student Code of Conduct Framework. STYMIE does not receive or store the notifications, they are

encrypted and sent directly to the school. The Deputy Principals at Biloela State High School then initiate the fact finding process.

Bullying Management Process

Actions for Students: If you are being bullied, you must report it, for the school to support you and you have a number of options:

Be assertive with the person teasing or bullying you

- Actively ignore them and try not to react, say the wrong thing or swear – Stay cool!
- Use an “I” statement: “I feel upset because ...”
- Distract them on to another topic: “Let’s talk about something else”
- Remove yourself from the situation.

Ask for help

- Tell your parents or a trusted friend
- Seek help from the staff support list provided earlier or report on Stymie
- Tell them what the problem is and what you have tried to do to deal with it

Tell your parent / carer

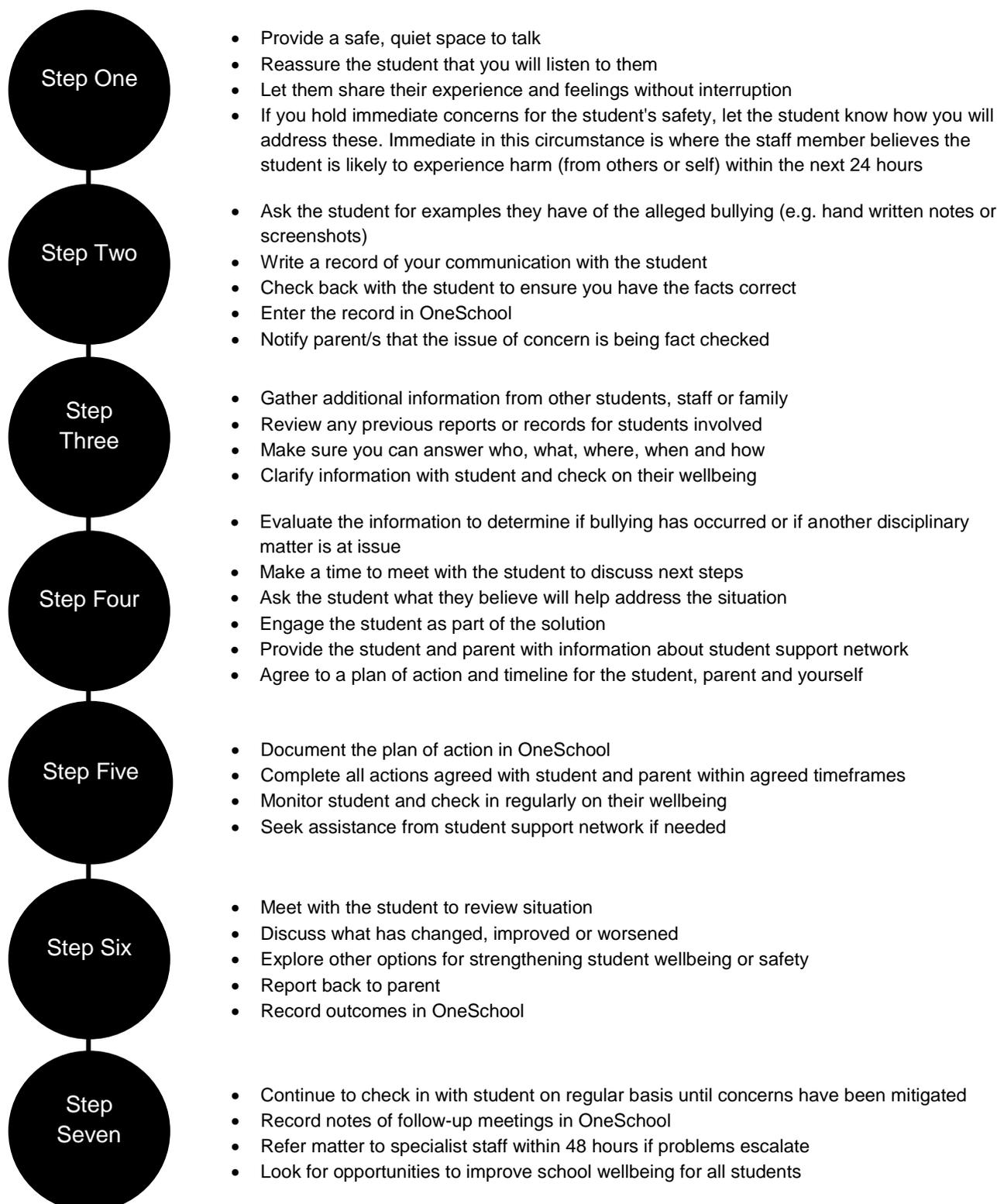
- No matter how you decide to handle the problem it is a good idea to let your parent / carer / other responsible adult know what is happening

Make a formal complaint

- Making a formal complaint means putting the problem in writing and giving it to your teacher, House Coordinator, Junior or Senior Head of Department, Deputy Principals or Principal.

The following flowchart explains the actions Biloela State High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Biloela State High School - Bullying response flowchart for teachers



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should contact the school through the process and staff identified in the 'Bullying' section.

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, especially if this behaviour then continues into the school setting, 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 Biloela 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. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. If you have concerns for the safety of your child

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.

Biloela State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

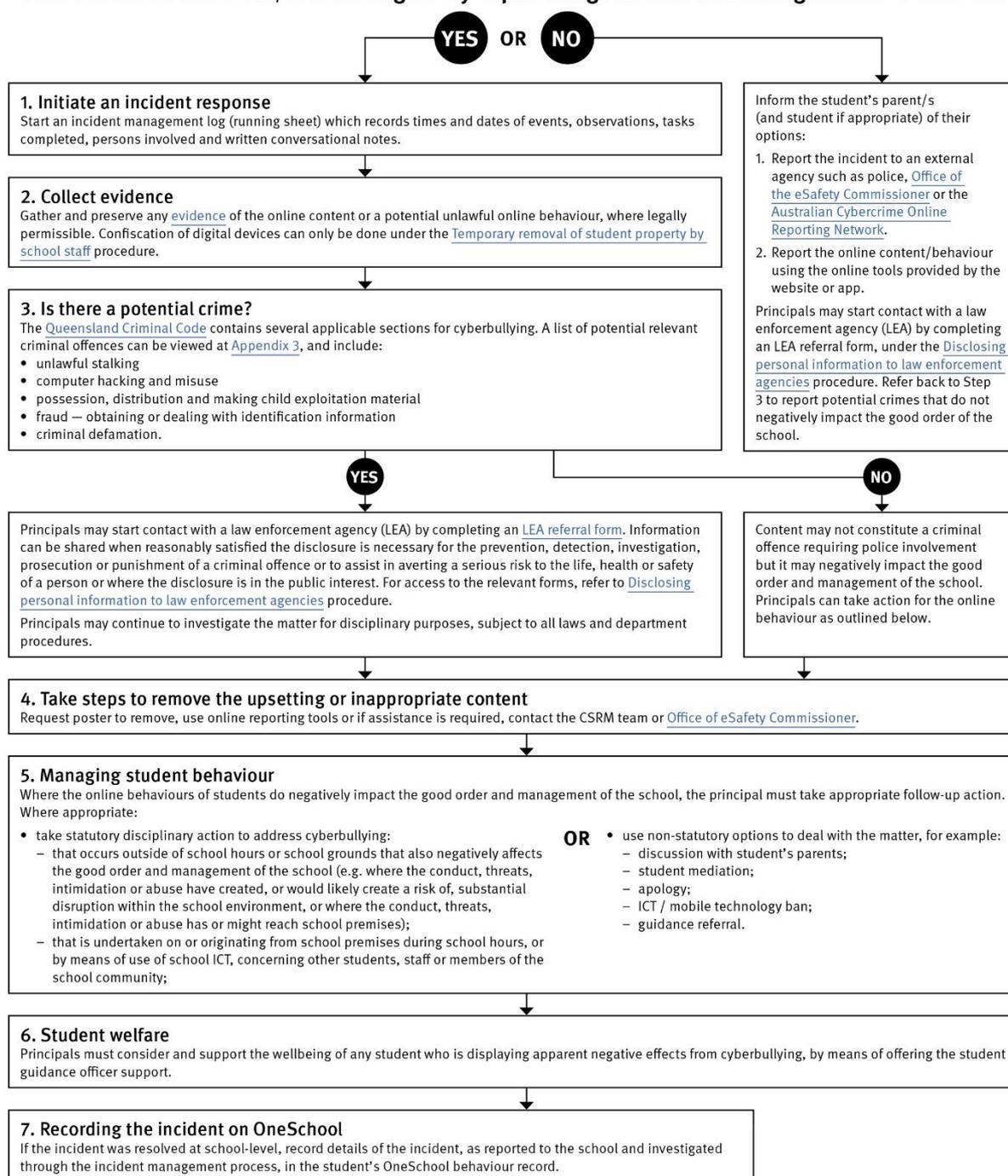
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Biloela 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 Biloela 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 extended withdrawal, 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 is 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.
- When using social media, try to remain general to avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's identity 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 Biloela 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 rare 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 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 others. 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 used 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 the incident. 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 punish or discipline the student; it is a crisis management period only.

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

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

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

decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Biloela 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](#).