



Bracken Ridge State High School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Bracken Ridge 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.

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.

Contact Information

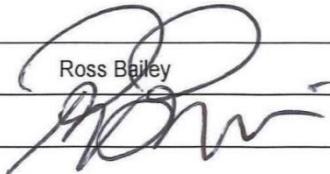
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Endorsement

Principal Name:

Ross Bailey

Principal Signature:



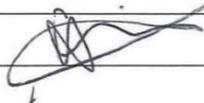
Date:

P/C President

Signature:

Cate Brickell

Date:



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Principal's Foreword

Bracken Ridge offers a safe and supportive learning environment for all our students where they are immersed in an environment of opportunity and aspiration.

Our school motto *Strive to Accomplish* articulates our collective belief that accomplishment is the result of hard work. Our dedicated team of teaching staff instils in our students that while **you cannot always be the best**, success comes from **always doing your best**. We believe that it is this passion and drive, together with high expectations for all community members that sets our students up for success in the future.

This passion stems from our commitment to our core values, **Commitment, Cooperation, Courtesy, Consideration** and **Common Sense** that enrich our students' lives each day. Our values form the foundation of our Student Code of Conduct. We believe that a commitment to these shared values, enables our students to be confident, compassionate and self-disciplined young people.

Our community values and prioritises high standards of student conduct within and beyond the classroom, and that there is a collective responsibility from all community members to be active in teaching and reinforcing expected behaviours. Our community believes that positive relationships, effective communication and timely intervention are the most valuable elements of a strong three-way partnership between parents, student and school staff.

Our Student Code of Conduct provides an overview of the Bracken Ridge State High School local policies on use of electronic devices (mobile phones and other technology), removal of student property and the approach to preventing and addressing incidents of bullying. It also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

I thank all members of our school community for their assistance in the development of the Student Code of Conduct. Your views are shared throughout the development of this document have been invaluable.

It is a privilege to be Principal of this great school. Our work on both learning and discipline supports and shapes our students to be the next generation of life-long learners and leaders.

P&C Statement of Support

As president of the Bracken Ridge P&C, I am proud to support the BRSHS Student Code of Conduct 2021 - 2024. As a community, we value high standards of student behaviour. The recent school review reinforced the importance that our parent community places on high standards of student behaviour.

The Student Code of Conduct clearly articulates the standards and expectations that are expected of students. It also outlines the steps that the school will take to prevent negative behaviour, teach and reinforce positive behaviours.

The awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations. I encourage all parents to familiarise themselves with the Bracken Ridge State High School Code of Conduct, and take time to talk with their children about the expectations of the school and any support they may need.

Bullying and cyberbullying is a community-wide issue in which we all have a role to play in combating. It is important that every parent and child of Bracken Ridge State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying and cyberbullying.

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

Consultation

The development of this Student Code of Conduct began in 2019 as part of our review cycle and the development of the 2020 – 2024 Strategic Plan.

In the first phase, we engaged staff, students and parents throughout Semester 2, 2019 to receive a range of feedback in relation to how the school positively reinforces positive behaviour and responds to unacceptable behaviour. Feedback was also sought on the behavioural expectations that community members valued most. Through this process a number of key items for consideration were devised and prioritised for consideration as part of the Code of Conduct development in 2020.

In 2020, a review of the previous Responsible Behaviour Plan was undertaken with staff. Changes based on the feedback from the community consultation in 2019 were implemented as part of this review. Through this process, feedback around behaviour practices was sought from staff, parents and students.

Through this phase, we sought community feedback on the expected classroom behaviours and community expectations that should form the key elements of the Code of Conduct. Our teaching team reviewed our Bracken Ridge Basics and classroom routines to ensure that they are clear, and meeting the current needs of our community. Parents were surveyed in relation to their expectations around behavioural standards, as well as their understanding and support of current practices.

Student feedback was sought through a number of small focus groups, to establish understanding of our current practices, but also to gather insight into their thoughts and experiences under our previous Responsible Behaviour Plan. This feedback was used to inform processes in relation to both positive acknowledgement of expected behaviours, as well as the implementation of behavioural consequences.

Review Statement:

Bracken Ridge State High School is committed to reviewing the effectiveness of the practices contained within the Code of Conduct on a yearly basis. The school has identified additional areas where they would like parent, staff and student feedback over the intended years of implementation of this policy. Together with the school community, we will work to refine and enhance this policy and our operational practices throughout the implementation 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/caregivers, students and school staff from each school on what they do well and how they can improve.

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Opinion Survey

Student opinion survey

Performance measure	2018	2019	2020
Percentage of students who agree* that:			
they like being at their school* (S2036)	77%	83%	76%
they feel safe at their school* (S2037)	84%	86%	88%
their teachers motivate them to learn* (S2038)	79%	86%	88%
their teachers expect them to do their best* (S2039)	94%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	84%	86%
teachers treat students fairly at their school* (S2041)	64%	63%	76%
they can talk to their teachers about their concerns* (S2042)	70%	74%	76%
their school takes students' opinions seriously* (S2043)	66%	63%	76%
student behaviour is well managed at their school* (S2044)	53%	61%	74%
their school looks for ways to improve* (S2045)	85%	84%	86%
their school is well maintained* (S2046)	78%	81%	89%
their school gives them opportunities to do interesting things* (S2047)	80%	86%	81%
this is a good school (S2068)	79%	80%	84%

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2018	2019	2020
this is a good school (S2035)	95%	91%	90%
their child likes being at this school* (S2001)	96%	91%	90%
their child feels safe at this school* (S2002)	97%	90%	90%
their child's learning needs are being met at this school* (S2003)	95%	84%	90%
teachers at this school motivate their child to learn* (S2007)	95%	79%	90%
teachers at this school treat students fairly* (S2008)	95%	87%	89%
this school takes parents' opinions seriously* (S2011)	93%	87%	89%
student behaviour is well managed at this school* (S2012)	93%	85%	89%
this school looks for ways to improve* (S2013)	95%	87%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2018	2019	2020
they feel that their school is a safe place in which to work (S2070)	97%	97%	96%
their school looks for ways to improve (S2077)	91%	92%	96%
this is a good school (S2108)	92%	89%	96%
the wellbeing of employees is a priority for my school (S3224)	80%	89%	96%

* 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.

BRACKEN RIDGE STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020*
Short Suspensions – 1 to 10 days	81	111	100
Long Suspensions – 11 to 20 days	6	7	4
Charge related Suspensions	0	0	0
Exclusions	11	8	10

*Data for 2020 is as at 27 November 2020. This data will be revised in the final version of the Code of Conduct.

Learning and Behaviour Statement

At Bracken Ridge State High School, we aim to maintain, enhance and develop an inclusive, disciplined and supportive learning environment for all members of our school community. We pride ourselves on being a community-focussed school, with a balanced approach to respecting our rich traditions and fostering innovation in curriculum and the student experience. We have rich academic, cultural and sporting engagement opportunities, and it is our belief that these opportunities provide another supportive layer to the schooling experience at our school.

Our Student Code of Conduct outlines our system for:

- facilitating positive behaviours
- preventing problem behaviours, and
- responding to unacceptable behaviours.

Expectations for student behaviour are plain to everyone, assisting us to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our core values – The 5Cs:

Our school **core values** have been agreed upon and endorsed by our school and community. They are the basis of all of our expected behaviours at school and form the foundation of our education program for students. Our values are listed below:

Commitment	To the prosperity of ourselves and others as learners
Cooperation	With one another to achieve success
Courtesy	In all our communication with one another, verbal and non-verbal
Consideration	To all the individual differences of everyone in our school community and beyond
Common Sense	In all our decision making

These values are expressed in The Bracken Ridge *Way of Working*. This simple set of statements collectively define what is expected from all community members.

The Bracken Ridge Way of Working Expectations for Community Members

Our staff are committed to delivering a high quality of education for every student. We also believe that all adults in our school, whether visiting or working, should meet the same expectations. Our way of working involves being **Considerate, Cooperative, Courteous** and **Committed** while demonstrating **Common Sense** in all our actions.

The Bracken Ridge values are a set of common agreements around working and learning that promotes the best opportunities for all community members. We believe as a community that the maintenance and practice of the habits linked to our core values are essential to creating a school where every member can achieve their potential. These five values define our expectations for all members of our community. When you join our community, we expect you to demonstrate our core values in everything you do:

Consideration – To everyone in our community

- Know when to speak and when to listen
- Invite others to join in
- Nurture a pleasant attitude
- Don't invade someone's privacy or personal space

Cooperation – With one another to achieve success

- Heed the direction of your teacher or supervisor
- Encourage others
- Look for opportunities to assist
- Participate in group activities
- Share resources

Courtesy – In all our communications, verbal and non-verbal

- Remember your manners
- Extend thanks when deserved
- Show respect to others and self
- Practice positivity – behaviour and thoughts
- Ensure all equipment is looked after
- Come to school prepared
- Take care of the school and environment

Commitment – To the prosperity of others and ourselves as learners

- Be involved in the community
- Reach out for help when needed
- Always do your best
- Value your appearance and comply with the dress code
- Ensure all set work is completed on time

Common Sense – In all our decision-making

- Show sensible behaviour
- Accept the outcome of your decisions
- Follow all school policies
- Ensure your own and others' safety

Underlying philosophy: *The little things matter – persistence, consistency and compassion* encompass the above and are evidenced through the daily actions and behaviours.

Facilitating standards of positive behaviour

Bracken Ridge State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Proactive inclusion of behaviour expectations is explicitly taught by teachers particularly in the junior secondary years as students make the transitions to high school.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Recognition of individual students' efforts in communication channels.
- Upon enrolment, all students and their parents/carers are informed about the school's expectations. The Student Code of Conduct is included in the enrolment folder. It is expected that all students and their parents/guardians have read and agreed to support the Code before the student commences at Bracken Ridge State High School.
- Articles in the school newsletter regularly reinforce the Code of Conduct, which this enables parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Bracken Ridge State High School Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support practices developed for students with high behavioural needs enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Strategies to reinforce commitment to our values:

- Positive behaviour is recognised by all staff at the school.
- Positive behaviour is recognised through the posting of "Positive" postcards and allocating House Points.
- The House Points System recognises commitment to our school values.
- At Bracken Ridge State High School positive school behaviours are reinforced through promotion and celebration providing incentives for all students to conduct themselves appropriately.
- Bracken Ridge State High School has in place a range of proactive and preventive whole-school processes and strategies that:
 - facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
 - promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.

Maintaining a Positive Learning Environment

All members of the school community can have a positive impact on developing a school environment in which students are best able to reach their full potential.

As a student of Bracken Ridge, you can support the aims of the Student Code of Conduct by:

- Respecting the rights of all students to learn and the rights of teachers to teach.
- Coming to school on time and ready to learn.
- Respecting all members of the school community.
- Respecting the environment.
- Respecting the rights of others to feel safe.

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 at our 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.

Positive Acknowledgement Systems

In order to acknowledge and reinforce the expected behaviours at Bracken Ridge State High School, a system acknowledging academic and behavioural choices is used. Ultimately the intention is for students to be intrinsically motivated to meet the highest expectations of our school, it is acknowledged that for many students this does not come naturally, and positive reinforcement is vital in maintaining high morale and performance.

	At the classroom level	At the sector level	Across the whole school
High Frequency	<p>House Points system</p> <ul style="list-style-type: none"> - Staff members hand out points in class using IDAttend for behaviour that conforms to the Bracken Ridge Way of Working 	<p>JS, MS, SS Team Acknowledgement</p> <ul style="list-style-type: none"> - YLCs, HODs and DPs acknowledge positive behaviour at parades and in classroom visits. 	<p>Token system</p> <ul style="list-style-type: none"> - Tokens given to students who are exceeding the expectations outlined in our Way of Working. - Tokens can be donated or kept for future whole school events.
Medium Frequency	<p>Student of the Week</p> <ul style="list-style-type: none"> - Each week teachers are asked to nominate students to receive a Student of the Week award at the relevant assembly. - Each student receives a certificate as part of their award. <p>Form Class Attendance</p> <ul style="list-style-type: none"> - Acknowledgement of Form Class attendance levels. - Form Classes with the highest levels of attendance acknowledged. 	<p>JS, MS, SS Team Acknowledgement</p> <ul style="list-style-type: none"> - YLCs, HODs and DPs hand out awards based on the House Points system. <p>Attendance Certificates</p> <ul style="list-style-type: none"> - Attendance certificates handed out at the end of every term for students with 94% attendance. <p>Student draws</p> <ul style="list-style-type: none"> - Students with the highest points in each year level go into a draw for a prize. 	<p>Positive Post Cards</p> <ul style="list-style-type: none"> - Post cards sent home to students who demonstrated the 5Cs, or to acknowledge positive effort and achievement. <p>Rewards Days</p> <ul style="list-style-type: none"> - Rewards Day program with tokens as currency for activities.
Low Frequency		<p>Gold Cards</p> <ul style="list-style-type: none"> - Students who reach 195 House Points in a year get a 'Gold Card'. - Students with Gold Cards can access a VIP line on Red Food days and other privileges. <p>Badges</p> <ul style="list-style-type: none"> - Badges given for different levels of the House Points system. 	<p>Attendance Certificates</p> <ul style="list-style-type: none"> - Medals given for 100% attendance - Certificates given for >94% attendance for the year <p>Principal's Commendation Awards</p> <p>Commendation given for students who demonstrate the following:</p> <ul style="list-style-type: none"> - >94% attendance - All As for effort (no more than one B) - All As for behaviour (no more than one B).

Multi-Tiered Systems of Support

Bracken Ridge State High School uses a multi-tiered system of support as the foundation for our integrated approach to learning and behaviour. This approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, a strong foundation of universal, research based approaches increases in intensity and individualisation to the identified needs of individual students.

Tier	Prevention Description
Universal	<p>All students (100%) receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Bracken Ridge State High School Way of Working. Universal levels of support are provided to all students through this framework. This includes:</p> <ul style="list-style-type: none"> • Teaching the Bracken Ridge State High School Way of Working (5Cs) in the setting they will be used. • Reinforcing these expected behaviours within the classroom using the 5Cs values structure. • Consistency when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • Refreshing and reminding students and staff through lessons and targeted recognition so skills are ready and likely to be used when students need them. • Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in the universal supports may be made. <p>Reinforcing expected school behaviour At Bracken Ridge State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are expected to give consistent and appropriate acknowledgement and rewards.</p> <p>Appropriate and constructive student behaviour that meets the expectations of our school community will be reinforced by:</p> <ul style="list-style-type: none"> • Individual recognition in class and/or on assembly • Mention in daily <i>student/staff notices</i> • Newsletter and social media articles • Press releases • Interview with the Principal/Deputy Principal/Head of Department • Awards • House Points • Positive Postcards • Positive record entries in OneSchool (published on formal reports) • Participation in 'special' end-of-semester/year activities e.g. Rewards Day Program • Student of the Week/Month for each year level • Weekly student certificates for each year level

Targeted	<p>Approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention from a range of school-based staff to enable students to meet the required academic and behavioural standards of the school.</p> <p>The targeted tier supports build on the lessons provided as part of the universal program, and may prevent the need for more intensive interventions. Targeted supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the Bracken Ridge State High School Way of Working. The types of interventions offered at this level will sometimes vary based on the developmental level of students and from cohort to cohort. Interventions at this level are typically:</p> <ul style="list-style-type: none"> • Clearly connected to the skills taught in the universal interventions and the Bracken Ridge State High School Way of Working. • Interventions that require little time of classroom teachers and are easy to sustain. • Limited in their variation. Programs are able to be used both proactively and in response to recognised need, but are not individualised for individuals. • Interventions have a good chance of making a difference to the problem behaviour (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>Where our school data indicated that more than 10-15% of students require targeted services, then a review will be undertaken of the universal tier of support to address the basic implementation and quality of instruction.</p>
Intensive	<p>Approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. This tier outlines the individualised services for a few students who require the most intensive support a school can provide. These are usually delivered in very small groups or are individualised interventions for students with highly complex and challenging behaviours.</p> <p>Intensive supports continue to build on the lessons and supports provided at the universal and targeted tiers, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student’s behaviour and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Intensive supports exist along a continuum. Many students can benefit from a simple assessment of their behaviour that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive assessment that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive assessment of their behaviour and wraparound plan that includes personnel from the Department and outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of universal and targeted supports and organisation is recommended.</p>

Student Wellbeing and Support Network

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

Our school believes that learning and wellbeing are inextricably linked and our 2020 - 2023 Bracken Ridge State High School Strategic Plan has a specific priority around Professional and Personal Wellbeing. We believe that students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Our school commits to the full implementation of the Australian Curriculum through the [P-12 curriculum, assessment and reporting framework](#). The foundations for wellbeing and lifelong learning are developed through the curriculum by embedding of the [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Bracken Ridge State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

Within a school community there are specific health and wellbeing issues that need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Bracken Ridge State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

Bracken Ridge 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.

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

Mental health

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

Suicide prevention

Bracken Ridge State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Bracken Ridge 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, Bracken Ridge State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Bracken Ridge State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Within Bracken Ridge State High School, there is an extensive network of student support services, aiding not only behaviour but also social and civic development. Students' personal and educational needs are supported by well-established processes delivered by a range of people. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Bracken Ridge 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 Wellbeing Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact our school Guidance Officer on (07) 3869 7222.

The Wellbeing Team provide case management of individual students as well as the development of a whole school support program driven by student needs.

Role	What they do
Form Teachers	<ul style="list-style-type: none">• Provide student support each morning and deliver the CARE program from years 7 to 12.
Year Level Coordinators	<ul style="list-style-type: none">• Provides leadership of the student cohort to promote a disciplined, inclusive and positive school culture.• Responsible for student welfare at each year level.• Provides continuity of contact for students and their families through their years of schooling.• Ensures students feel safe and comfortable and want to come to school.• Nurtures a sense of belonging to the Form class, year level and school.
Head of Department	<ul style="list-style-type: none">• Provides leadership of the teaching team within the school.• Works closely with faculty teams to support student wellbeing, academic progress and curriculum support.• Lead role for implementation of the Bracken Ridge State High School Way of Working.• Monitors attendance, behaviour and academic data to identify areas of additional need.

Head of Junior School	<ul style="list-style-type: none"> • Coordinate transition to secondary for students moving from Year 6 to Year 7. • Lead role for implementation of the Bracken Ridge State High School Way of Working. • Monitors student attendance data, arranges intervention for students in Years 7 and 8.
Head of Middle School	<ul style="list-style-type: none"> • Coordinate transition to secondary for students moving from Year 8 to Year 9. • Lead the SET-Planning process for transition of Middle School students to their senior pathway. • Lead role for implementation of the Bracken Ridge State High School Way of Working. • Monitors attendance, behaviour and academic data to identify areas of additional need. • Monitors student attendance data, arranges intervention for students in Years 9 and 10.
Head of Senior School	<ul style="list-style-type: none"> • Coordinate transition to secondary for students moving from Year 10 to 11. • Lead the Academic Coaching program to ensure feedback and intervention as required for students as part of their senior pathway. • Monitors attendance, behaviour and academic data to identify areas of additional need. • Monitors student attendance data, arranges intervention for students in Years 11 and 12.
Deputy Principals	<ul style="list-style-type: none"> • Provides oversight of student performance, academic progress, attendance and behaviour. • Liaises with parents, teachers, staff at all levels and external agencies to support students. • Lead role for implementation of the Bracken Ridge State High School Way of Working.
Guidance Officer	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or providing information on other life skills. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process. • Leads the Wellbeing Team and monitors wellbeing and intervention data to identify areas of additional need.
Head of Special Education Services	<ul style="list-style-type: none"> • Coordinate transition to secondary for students with verified disabilities or identified for additional learning needs. • Lead the pathway planning process for students with verified disabilities. • Lead role for implementation of the Bracken Ridge State High School Way of Working. • Monitors attendance, behaviour and academic data to identify areas of additional need. • Implements plans, coordinates additional support and liaises with external organisations and partners as required.
Everyday Counts Officer	<ul style="list-style-type: none"> • Monitors and reviews student attendance 7-12. • Participates in attendance enforcement processes. • Supports re-engagement at school for students with low attendance. • Coordinates support for students who are school refusing. • Works closely with the JS, MS and SS HODs and Deputy Principals to monitor the wellbeing and support of student attendance. • Provides a link between families and the school, assisting with the engagement and re-engagement of students with their education. • Linking families to external programs and support services to aid in engagement of education. • Works with the Wellbeing Team, YLCs and Admin with processes
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Registered Nurse	<ul style="list-style-type: none"> • Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Youth Support Coordinator	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as: <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.

Indigenous Teacher Aide	<ul style="list-style-type: none"> Provides classroom support to Aboriginal and Torres Strait Islander students.
Social Worker	<ul style="list-style-type: none"> Works with students and families to support engagement both at school and in the home. Provides support to enable student attendance and will assist with referrals to external agencies who provide family support.
School Chaplain	<ul style="list-style-type: none"> Provides a range of individual and group supports for students aimed at improving social and peer issues.

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

Whole School Approach to Discipline

Bracken Ridge State High School uses our Way of Working, the Bracken Ridge Basics, together with our 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.

Our framework enables our school to:

- Be consistent with the behaviours expected from students within and beyond the school.
- Analyse and improve student behaviour and learning outcomes.
- Gather evidence to assess the effectiveness of interventions and supports put into place by teachers.
- Continually support staff members to maintain consistent school and classroom improvement practices.

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

At Bracken Ridge State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Our expectations for student behaviour are communicated to students via a number of strategies, including:

- **Explicit and scheduled teaching** of rules, behavioural expectations and values by classroom teachers.
- **Reinforcement of key message** about behaviour on school/year assemblies and during active supervision by staff of classroom and non-classroom activities.
- **Publishing relevant sections/policies** in the *Student Planner*, newsletter on the school intranet and website.
- **Our expectations are made explicit as part of our educational program through** the CARE Program for years 7 to 12 that covers such topics as: bullying, healthy relationships, resilience, goal setting etc.

Bracken Ridge State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

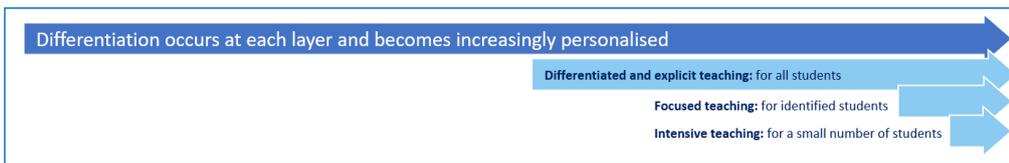
Universal Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in our Multi-Tiered System of Support, the universal tier is differentiated and explicit teaching for all students, the targeted tier is focussed teaching for identified students and the third tier involves intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Bracken Ridge State High School Classroom 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 every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Location	CONSIDERATION ... "I RESPECT the rights of others when L..."	COOPERATION, COURTESY, COMMON SENSE ... "I am RESPONSIBLE for my actions when L..."	COMMITMENT ... "I am COMMITTED TO ACHIEVEMENT when L..."
All settings (school wide, including school organised activities)	<ul style="list-style-type: none"> Use your manners and polite language Listen actively and wait for my turn to speak Follow adult directions Respect personal space & privacy of others Display physical behaviours appropriate for school Remove my hat inside 	<ul style="list-style-type: none"> Accept the outcomes of my actions Wear the school uniform Use and return resources appropriately Report any damage or equipment problems Demonstrate punctuality Ensure my own and others safety Assist in keeping the school free from litter and graffiti Follow school policies 	<ul style="list-style-type: none"> Attend all classes every day Work hard to achieve my goals Identify my strengths and weaknesses Get help to improve Display a willingness to try new things Positively acknowledge my own and others achievements Be involved in the school community Do your best always
Classrooms	<ul style="list-style-type: none"> Put my hand up to ask questions Do not have electronic devices to distract me from my learning Ask permission to leave the classroom Value others' opinions, thoughts and feelings 	<ul style="list-style-type: none"> Ask for help when needed Bring the required equipment into class Leave food and drink in bags Enter rooms safely and in an orderly fashion Be on time 	<ul style="list-style-type: none"> Know the 'Learning Intent' and 'Success Goals' for the lesson Participate in all classroom activities Complete set tasks on time Use a Student Planner to record homework and assessment Use my "Level of Achievement" to set goals Follow the school's Bookwork Expectations
Transitions	<ul style="list-style-type: none"> During class time, walk quietly so others can continue learning Hands, feet and property are kept to yourself Share space 	<ul style="list-style-type: none"> Line up quietly in 2 lines Go to the toilet during breaks Go straight to my destination 	<ul style="list-style-type: none"> Be fully prepared with all equipment in readiness to enter the classroom
School grounds including ovals	<ul style="list-style-type: none"> Allow others to join in Respect equipment and others' belongings Follow staff directions at all times Look out for others Play/act in a safe and healthy manner 	<ul style="list-style-type: none"> Wear a hat outside Follow the agreed 'rules of the game' Stay 'in-bounds' Return borrowed equipment Return to class on time Put rubbish in bins 	<ul style="list-style-type: none"> Return to class on time
Arriving and leaving school	<ul style="list-style-type: none"> Act in a way that reflects positively on the school while in uniform Be pleasant and polite to others at all times Behave in a manner that does not endanger oneself or others 	<ul style="list-style-type: none"> Follow directions for boarding buses Follow bus company rules Walk bikes through school and across the crossing Be considerate of the public 	<ul style="list-style-type: none"> Arrive on time and attend all classes every day

<p style="text-align: center;">Targeted Teaching</p>	<p>Approximately 15% of all students in any school or classroom may require additional support to meet behavioural 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.</p> <p>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.</p> <p>Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the Bracken Ridge Way of Working (5Cs), and student progress is monitored by the classroom teacher/s to identify those who:</p> <ul style="list-style-type: none"> - no longer require the additional support - require ongoing focussed teaching - require intensive teaching. <p>Bracken Ridge State High School has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.</p>
<p style="text-align: center;">Intensive Teaching</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.</p>

Consideration of Individual Circumstances

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

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

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

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

Legislative Delegations

Legislation

The Bracken Ridge State High School Student Code of Conduct is informed by the following 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 Bracken Ridge State High School follows a similar approach to our multi-tier system of support. This model ensures a differentiated approach to the management of disciplinary consequences, as well as providing clarity for the many stakeholders involved in the management of student and parent relationships.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal or delegated officer 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.

The differentiated responses to problem behaviour is 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.

Tier	Description
Universal	<p>Class teacher provides correction, as well as in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include: -</p> <ul style="list-style-type: none"> • Pre-correction (e.g. "Remember, walk quietly to your seat") • Non-verbal and visual cues (e.g. posters, hand gestures) • Whole class practising of routines • Corrective feedback (e.g. "Hand up when you want to ask a question") • Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you") • Explicit behavioural instructions (e.g. "Pick up your pencil") • Proximity control • Tactical ignoring of inappropriate behaviour (not student) • Revised seating plan and relocation of student/s • Individual positive reinforcement for appropriate behaviour • Reminders of incentives or class goals • Redirection • Give 'take-up' time for student/s to process instruction/s • Break down tasks into smaller chunks • Provide demonstration of expected behaviour • Restorative discussion with student about expected behaviour • Offer choice and follow through • Detention (break time) • Buddy Class Process

Targeted	<p>Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:</p> <ul style="list-style-type: none"> • Individual student behaviour support strategies (e.g. Student behaviour plan) • Targeted skills teaching in small group • Detention (before school, lunch time, and/or after school) • Withdrawal from class or program • Behavioural / engagement contract • Monitoring cards (attendance, behavioural, social/emotional) • Counselling and guidance support • Self-monitoring plan • Check in Check Out strategy • Teacher coaching and debriefing • Referral to Wellbeing Team for team based problem solving • Stakeholder meeting with parents and external agencies • Functional Behaviour Assessment
Intensive	<p>School leadership team work in consultation with Wellbeing Team to address persistent or ongoing serious problem behaviour. This may include:</p> <ul style="list-style-type: none"> • Functional Behaviour Assessment based individual support plan • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Temporary removal of student property (e.g. mobile phone) • Short term suspension (up to 10 school days) • Long term suspension (up to 20 school days) • Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities) • Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school) • Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently) • Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school. <p>The following tables and diagram provide a summary of how minor and major behaviours are defined and managed at Bracken Ridge State High School.</p>

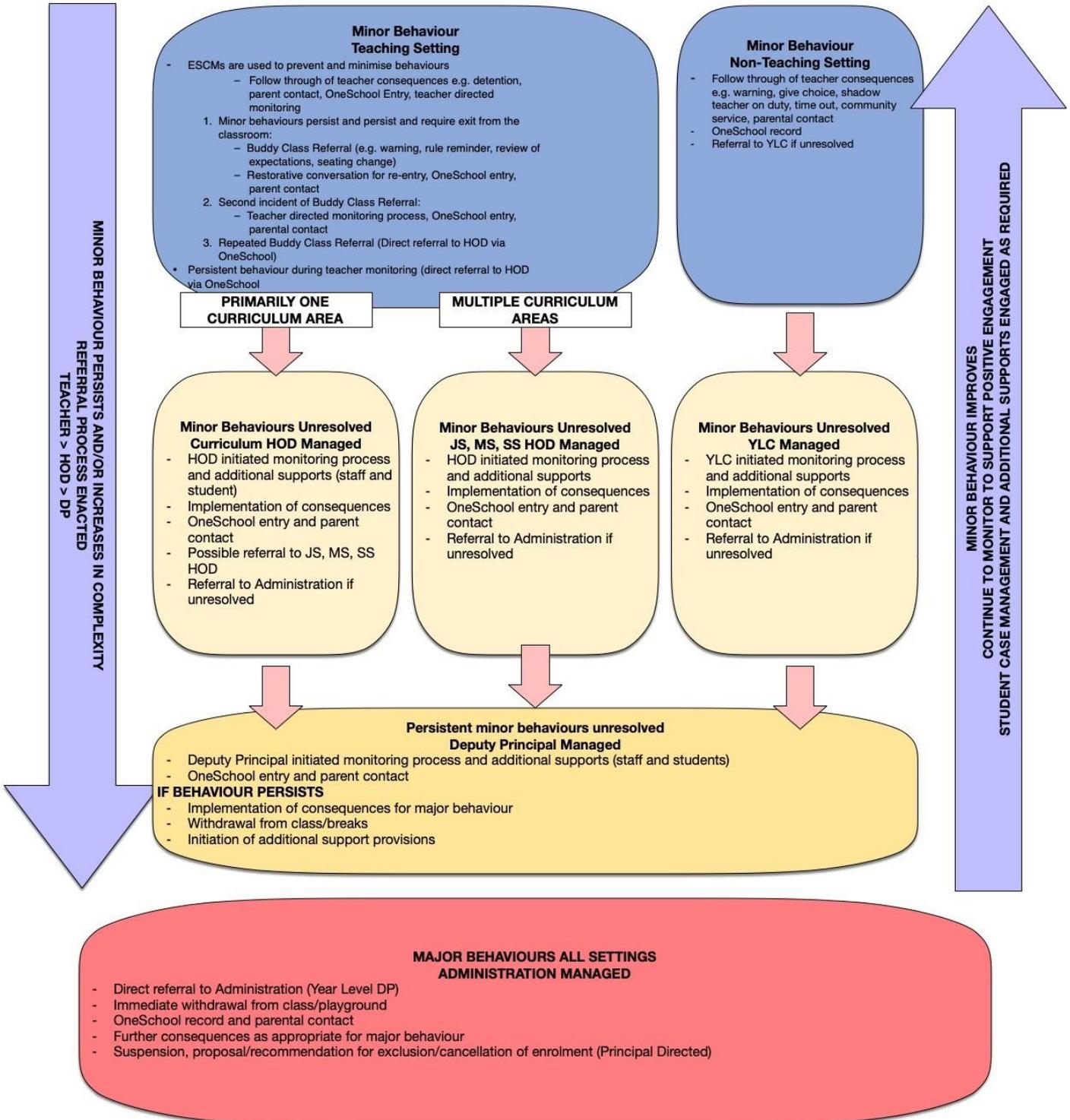
Behaviour Type	Minor			Major
	Teacher managed	Curriculum HOD Managed	Sector (JS, MS, SS) HOD & YLC Managed	Administration Managed
Definition	<ul style="list-style-type: none"> Low-level behaviours Minor breaches of school rules Do not seriously harm others Do not violate the rights of others in any other serious way Are not part of a pattern of problem behaviours Do not require involvements of specialist/support staff/administration 	<ul style="list-style-type: none"> Persistent low level behaviours Persistent minor breaches of school rules Requires involvement of specialist/support staff/HOD 	<ul style="list-style-type: none"> Persistent low level behaviours that are taking place across multiple curriculum areas Persistent minor breaches of school rules that area taking place across multiple curriculum areas Requires involvement of specialist/support staff/HOD Requires social, peer and/or wellbeing intervention by the YLC team 	<ul style="list-style-type: none"> Continued pattern of unresolved minor problem behaviours Significantly violates the rights of others Put others / self at risk of harm May require involvement of specialist / support staff / administration
Dealt with by	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Curriculum Heads of Department 	<ul style="list-style-type: none"> Junior Secondary, Middle School and Senior School Heads of Department Year Level Coordinators 	<ul style="list-style-type: none"> Administration <ul style="list-style-type: none"> Deputy Principal Principal
Possible Consequences	<ul style="list-style-type: none"> Isolation within classroom Classroom behaviour contract Teacher Monitoring Process Buddy class referral Detention (during lunch or before/after-school) Parent / guardian contact Parent / guardian meeting Verbal / written apology Restitution Community service Temporary removal of student property Involvement of support personnel Withdrawal from class / activity OneSchool entries with referral to curriculum HOD Negotiated return to class Loan uniform item issued 	<ul style="list-style-type: none"> Parent / guardian contact HOD interview HOD Monitoring Process Re-entry to class program Detention (during lunch or before/after-school) Withdrawal from the playground (e.g. lunch programs) Withdrawal from class (up to multiple days) Community service Temporary removal of student property Removal from school IT network access Alternative program Case-management Counselling (internal / external agencies) Mediation Verbal / written apology Restitution OneSchool entries with referral to Administration 	<ul style="list-style-type: none"> Parent / guardian contact HOD/YLC interview JS/MS/SS HOD Monitoring Process Graduated return to school program Detention (during lunch or before/after-school) Withdrawal from the playground (e.g. lunch programs) Withdrawal from class (up to multiple days) Community service Temporary removal of student property Removal from school IT network access Loan uniform item issued Alternative program Case-management Bullying / harassment intervention Counselling (internal / external agencies) Mediation Verbal / written apology Restitution OneSchool entries with referral to Administration 	<ul style="list-style-type: none"> Parent / guardian notified Administration interview Classroom / playground withdrawal Loss of privileges (e.g. lunch programs) Suspension Referral to external support agencies Alternative education program Counselling (internal / external agencies) Police notified (serious and/or illegal offences) Temporary removal of student property Removal from school IT network access Administration Monitoring Process Bullying / harassment intervention Individual support provisions Discipline improvement plan (DIP) Restorative justice Mediation Verbal / written apology Risk of Cancellation (ROC) Proposal / recommendation to exclude Exclusion / Cancellation of Enrolment

Category of behaviour	Minor			Major
	Teacher managed	Curriculum HOD Managed	Sector HOD & YLC Managed	Administration Managed
<ul style="list-style-type: none"> Disruptive Defiance/threat/s to adults Third minor referral Refusal to participate in a program of instruction 	<ul style="list-style-type: none"> Classroom disruption and disobedience of teacher directions Incomplete classwork / homework / assessment Refusal to participate or follow reasonable teacher request 	<ul style="list-style-type: none"> Persistent classroom disruption and disobedience Persistent incomplete classwork / homework / assessment Persistent and/or repeated refusal to participate or follow reasonable teacher requests 	<ul style="list-style-type: none"> Persistent classroom disruption and disobedience taking place in multiple curriculum areas Persistent and/or repeated refusal to participate or follow reasonable teacher requests in multiple curriculum areas Persistent disobedience of teacher directions (outside classroom) 	<ul style="list-style-type: none"> Major classroom disruption and disobedience Persistent refusal to respect the learning of others (e.g. major disruption) Continued refusal to participate or follow reasonable teacher and/or HOD requests Refusal to follow the buddy class process
<ul style="list-style-type: none"> Non-compliant with routine Dress code Late to class Truant/skip class Lying/cheating 	<ul style="list-style-type: none"> Lateness to class Non-compliance with uniform policy Unexplained absence from class Not bringing materials to class Failing to attend detention Being out of bounds (general) Running on concrete or around buildings, stairwells Unsafe behaviour in and outside of the classroom e.g. throwing stones/books, unsafe games etc. Playing in toilets during break times Eating in classrooms 	<ul style="list-style-type: none"> Persistent lateness to class Persistent incidences of not bring materials to class Cheating / plagiarism / assessment infringement Class truancy / leaving class without permission 	<ul style="list-style-type: none"> Repeated non-compliance with dress code policy Out of school grounds without permission Being out of bounds (unsafe) Persistently out of bounds 	<ul style="list-style-type: none"> Persistent and/or full-day truancy Persistent non-compliance with dress code policy Repeated leaving of the school grounds without permission Continual refusal to comply with school policies and/or procedures Persistent failure to comply with the requirements of the area of study currently undertaken
<ul style="list-style-type: none"> Physical Misconduct Verbal Misconduct 	<ul style="list-style-type: none"> Abusive/aggressive/ inappropriate and/or offensive language (not directed at staff) Minor physical contact with students without intent to cause harm 	<ul style="list-style-type: none"> Continued use of abusive/aggressive/ inappropriate and/or offensive language (not directed at staff). Offensive gestures/extreme rudeness/inappropriate drawings/ offensive letters. 	<ul style="list-style-type: none"> Persistent minor physical contact with students without the intent to cause harm. Actively inciting other students to participate in physical conflict 	<ul style="list-style-type: none"> Abusive/aggressive/ inappropriate and/or offensive language directed towards staff, students or community. Physical misconduct with intent to cause harm, including physical assault of staff / students (pushing, shoving, slapping, punching, dacking etc.) Major instances of actively inciting other students to participate in physical conflict Discriminatory language / behaviour Inappropriate intimacy or sexual acts Sexual harassment (includes interference with clothing or person).

<ul style="list-style-type: none"> • Bullying/Harassment • Threat/s to others 	<ul style="list-style-type: none"> • Infrequent low level teasing / name calling / other behaviours not deemed bullying / harassment 	<ul style="list-style-type: none"> • Minor harassment (classroom) • Minor intimidation of staff or students (classroom) 	<ul style="list-style-type: none"> • Peer issues and bullying (YLC) • Serious instances of harassment / bullying (HOD) • Serious instances of cyberbullying 	<ul style="list-style-type: none"> • Major harassment / bullying (or cyberbullying) • Major intimidation of staff or students • Intentional use of racial and/or discriminatory language against staff and/or student • Sexual harassment • Depriving the liberty of another student.
<ul style="list-style-type: none"> • IT Misconduct • Misconduct involving object • Property misconduct 	<ul style="list-style-type: none"> • Use of mobile phone, portable music device, camera or other electronic device at school • Inappropriate use of electronic device • Misuse of equipment (low-risk) • Interfering with the property of other students or staff • Low level damage of classroom resources or property • Littering • Graffiti, inclusive of drawing on self / graffiti on body 	<ul style="list-style-type: none"> • Persistent inappropriate use of electronic device (classroom – not covered by mobile phone policy) • Misuse of the internet / social networks • Persistent misuse of equipment (low-risk) including tampering with classroom and/or school safety equipment • Persistent damage of classroom resources or property 	<ul style="list-style-type: none"> • Persistent interfering with the property of other students or staff • Persistent littering • Minor instances of theft or damage to property 	<ul style="list-style-type: none"> • Use of electronic device for harassment / filming without permission / infringe privacy / breach school systems • Misuse of equipment (high-risk) including safety equipment • Theft • Major instances of vandalism and/or graffiti • Deliberate damage of school property
<ul style="list-style-type: none"> • Possess prohibited items • Prohibited Items 	<ul style="list-style-type: none"> • Bringing banned items to school (low-risk) 	<ul style="list-style-type: none"> • Persistently bringing banned items to school (low-risk) 	<ul style="list-style-type: none"> • Persistently bringing banned items to school (low-risk) 	<ul style="list-style-type: none"> • Bringing of banned items to school (high-risk) • Bringing of any item that can be considered a weapon (includes replica items) • Refusing to hand over any item that is deemed a threat to student safety and/or the good order and management of the school.
<ul style="list-style-type: none"> • Substance Misconduct involving tobacco and other legal substances • Substance misconduct involving illicit substance 				<ul style="list-style-type: none"> • Possessing / selling / distributing illicit drugs / other medications • Smoking (including being with students who are smoking or being in possession of cigarettes and/or other smoking implements and paraphernalia). • Under the influence of illicit or prohibited substances (fake or real) • Consumption / possession of alcohol
<ul style="list-style-type: none"> • Other conduct prejudicial to the good order and 				<ul style="list-style-type: none"> • Inappropriate conduct while travelling to or from school

<p>management of the school</p>				<ul style="list-style-type: none"> • Continual refusal to comply with school policies and/or procedures • Bringing the school, staff or other students into disrepute in the school or community, including serious or continued inappropriate use of personal technology devices or social networking sites which impacts on the good order and management of the school. • Behaviour in a public place that brings the school community into disrepute, including fighting, or other anti-social, inappropriate or harmful behaviours, use of offensive language. • Disadvantaging the wellbeing of self and others including unsafe behaviours • Attendance at the school or school events, or at any State School or school activity while suspended. • Inappropriate and/or dangerous use of vehicle by student to and from school. • Sexual assault or violence
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Behaviour Referral Process



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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are usually short, and where possible involve key staff members who are involved in the ongoing support and communication with the student and their parent/s.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are requested to be raised for discussion, a separate arrangement should be made to meet at a later date and time.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. 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

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 Bracken Ridge 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
- Vaping products or paraphernalia
- Food items that may be unsafe for consumption at school (e.g. energy drinks)
- 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)
- items likely to cause irritation or reaction and potentially endanger the health or wellbeing of students (e.g. food items that are likely to cause a reaction)
- 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 Bracken Ridge 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 Bracken Ridge 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 Bracken Ridge 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 Bracken Ridge 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 Bracken Ridge State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile phone and other electronic devices are **NOT to be used** at Bracken Ridge State High School. It is the belief of our community that these devices are a disruption to the teaching and learning process, infringe upon the privacy of others when misused, and impact on students' ability to communicate and interact with their peers and teachers.

Such devices are generally not required as a learning tool (e.g. phone as a calculator); however, USB devices are permitted for transporting data but not for playing music. With the increasing use of electronic devices in everyday life, there may at times be opportunity when such devices will be deemed appropriate for educational use in the school environment. In such circumstances, the use and supervision of such devices will be strictly controlled and not be considered acceptable beyond the subject/classroom activity.

Students using any device in place of a book need to be aware that the use of such devices beyond the subject/classroom context (e.g. used for social media such as Twitter, Facebook; accessing inappropriate web sites; taking photographs etc.) will be deemed to be in breach of this policy and relevant consequences will subsequently apply. This applies to use both inside and outside the classroom.

Electronic devices may either be:

- Handed in at the office at the beginning of the school day. The mobile phone will be safely stored and can be collected from the office at the conclusion of the school day.
- Turned off and stored out of sight (e.g. inside a student bag) for the entirety of the school day. Mobile phones may be used on the way to and from school for safety and communication with parents.

A visible mobile phone, portable music device, camera or other electronic device, will be taken from a student under the school's Temporary Removal of Student Property Policy and held at the office for collection by the student in the first instance. This applies to both in the classroom and the playground, and includes all times of the school day. A letter/ message will be sent home to advise parents of the confiscation (in the first and second instance).

Repeated offences, in either the classroom or the playground, will result in escalating consequences in line with our level structure.

If students or their parent decides to send their child to school with a mobile phone, it is critical that they are aware of the following:

- A student who refuses a direction to hand over such items will be referred to Administration for disobedience and failure to comply with staff instructions, with appropriate consequences to be actioned. The recording or photographing of members of the school community, without permission, is considered a serious invasion of privacy and may result in a consequence as outlined in the Bracken Ridge State High School Student Code of Conduct.
- Parents needing to make contact with their child during the day can do so through the school office. Office staff will forward all messages to the student, where appropriate and possible.
- Bracken Ridge State High School takes no responsibility for valuables (including all devices listed above) that are brought to school. Staff will NOT invest time in investigating the loss or theft of such objects.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities are outlined below.

It is **acceptable** for students at Bracken Ridge State High School to:

- Use **approved electronic devices** under the **direction of their teacher for**
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school

- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

It is **unacceptable** for students at Bracken Ridge State High School to:

- use a mobile phone at any time of the school day
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bracken Ridge State High School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Purpose

Bracken Ridge State High School aims to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we create is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Bracken Ridge State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Definition of Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Bullying Behaviours

Bullying behaviours that will not be tolerated at Bracken Ridge State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

Prevention Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

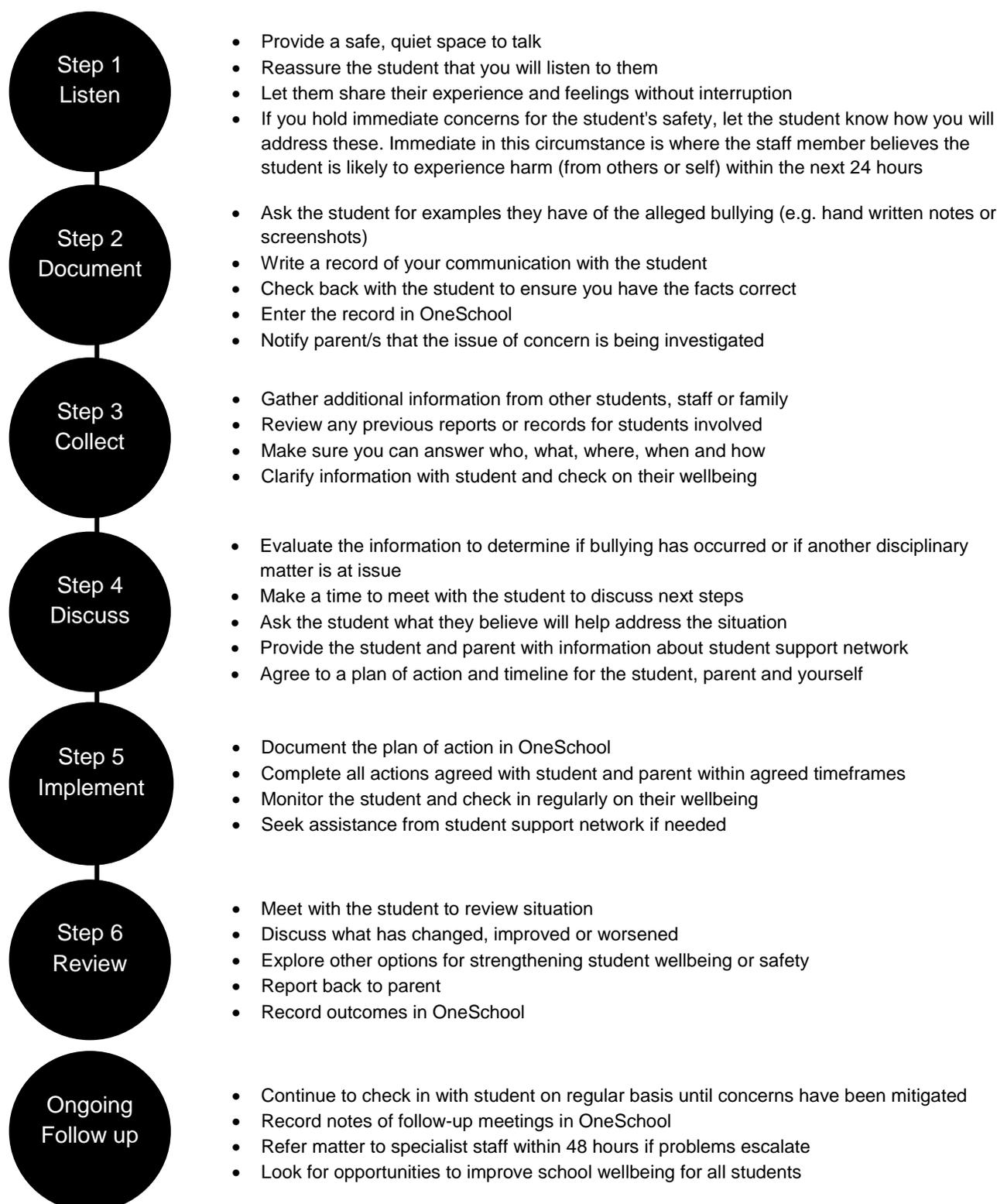
The anti-bullying procedures at Bracken Ridge State High School are an addition to our Way of Working. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention Strategies

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, support and recognition for behaviours outlined in our Statement of Expectations for students support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know and have access to school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Bullying response flowchart for teachers

Please note that these steps will likely take place over a number of days. The steps may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their child's Year Level Coordinator. Year Level Coordinators can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying. Our school Heads of Department for Junior Secondary, Middle School and Senior School may become involved in more serious incidents of bullying, where escalating consequences are required due to the significance of the impact or behaviour.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Bracken Ridge State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying, which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant Deputy Principal.

Cyberbullying Prevention

1. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately. Bracken Ridge State High School will then investigate and respond to any incident of cyberbullying.
2. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
3. The school provides a portal to online cyber-bullying resources for students, parents and staff alike, through the school website.
4. Bracken Ridge State High School takes part in the National Day of Action against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
5. Bracken Ridge State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Key contacts for students and parents to report bullying:

Below is a list of key roles within the school that have a role in the prevention or actioning bullying. In the first instance, please contact:

- **Year 7 to Year 12 – Year Level Coordinator**

Year Level	Year Level Coordinator	Head of Department	Deputy Principal
7	Year 7 Year Coordinator	HOD Junior School	DP Junior Secondary
8	Year 8 Year Coordinator		
9	Year 9 Year Coordinator	HOD Middle School	DP Junior Secondary
10	Year 10 Year Coordinator		DP Senior Secondary
11	Year 11 Year Coordinator	HOD Senior School	DP Senior Secondary
12	Year 12 Year Coordinator		

Appropriate use of social media

Rationale

Bracken Ridge State High School embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Bracken Ridge State High School is committed to promoting the responsible and positive use of social media. No student of Bracken Ridge State High School will face disciplinary action for simply having a social media account. However, as is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Bracken Ridge State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Bracken Ridge State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Bracken Ridge State High School engaging in appropriate online behaviour.

Appropriate use guide

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

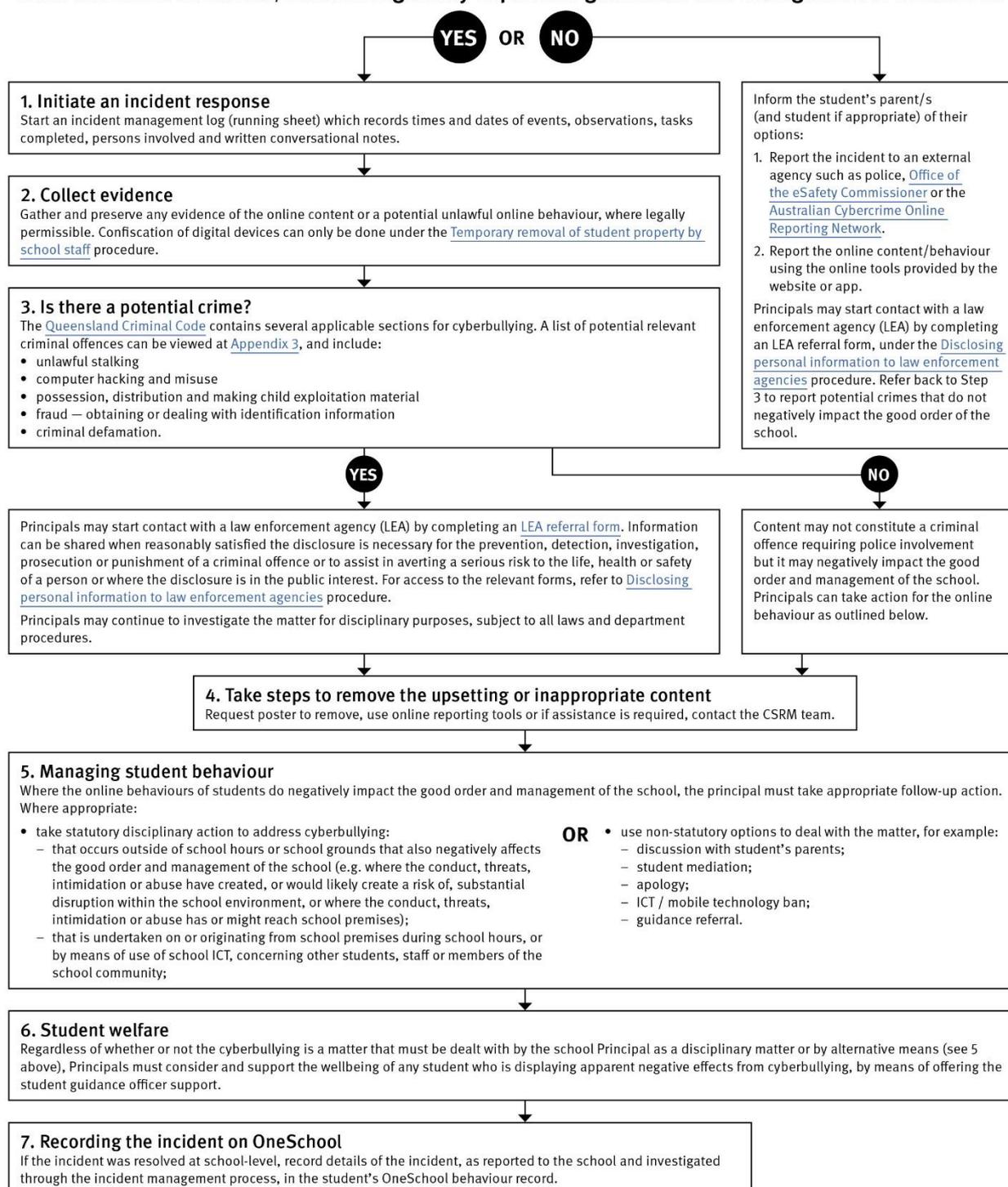
Explicit images

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

Help

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

Overview

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.

Definitions

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and wellbeing of the student or others is likely to be placed at serious risk.

Strategies

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!](#)
- [ehedspace](#)
- [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

Bracken Ridge 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.

Complaints may be lodged by telephone, writing or in electronic format directly to the school.
- 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](#).