



Bracken Ridge State High School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

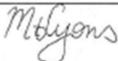
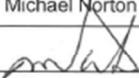
Bracken Ridge State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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.

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Principal Signature:	
Date:	20 June 2025
School Council Chair Name:	Michael Norton
School Council Chair Signature:	
Date:	20 June 2025
P/C President Name:	Cate Brickell
P/C President Signature:	
Date:	20 June 2025

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Principal's Foreword

Introduction

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.

This work supports our school vision: ***A community inspiring respectful, responsible and resilient learners. A place where all students find their pathway for success.***

I thank all members of our school community for their assistance in the review 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 State High School P&C, I am proud to support the Bracken Ridge State High School Student Code of Conduct 2025-2028. 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 outlines the steps that the school will take to prevent negative behaviour, teach and reinforce positive behaviours. It clearly articulates the standards and expectations that are expected of students.

The awareness and involvement of parents/carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations. I encourage you all to familiarise themselves with the Bracken Ridge State High School Student 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 or carers 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.

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/carers and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are three different confidential surveys for

- Parents (or carers)
- students
- staff.

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

School Opinion Survey

Student opinion survey

Performance measure	2022	2023	2024
Percentage of students who agree[#] that:			
The expectations and rules are clear at my school	92%	87%	87%
they like being at their school* (S2036)	68%	63%	52%
they feel safe at their school* (S2037)	80%	76%	65%
their teachers motivate them to learn* (S2038)	75%	76%	64%
their teachers expect them to do their best* (S2039)	91%	93%	90%
their teachers provide them with useful feedback about their school work* (S2040)	71%	81%	73%
teachers treat students fairly at their school* (S2041)	60%	78%	58%
they can talk to their teachers about their concerns* (S2042)	59%	70%	54%
their school takes students' opinions seriously* (S2043)	62%	66%	39%
student behaviour is well managed at their school* (S2044)	60%	52%	35%
their school looks for ways to improve* (S2045)	79%	85%	65%
their school is well maintained* (S2046)	72%	72%	53%
their school gives them opportunities to do interesting things* (S2047)	76%	90%	63%
this is a good school (S2068)	73%	65%	54%

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2022	2023	2024
this is a good school (S2035)	95%	87%	81%
their child likes being at this school* (S2001)	89%	84%	78%
their child feels safe at this school* (S2002)	89%	79%	75%
their child's learning needs are being met at this school* (S2003)	84%	76%	72%
teachers at this school motivate their child to learn* (S2007)	92%	78%	79%
teachers at this school treat students fairly* (S2008)	92%	79%	82%
this school takes parents' opinions seriously* (S2011)	88%	78%	71%
student behaviour is well managed at this school* (S2012)	89%	65%	63%
this school looks for ways to improve* (S2013)	92%	86%	79%
The expectations and rules are clear at this school	94%	88%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2022	2023	2024
The expectations and rules are clear at this school	91%	48%	82%
they feel that their school is a safe place in which to work (S2070)	98%	56%	82%
their school looks for ways to improve (S2077)	96%	68%	89%
this is a good school (S2108)	100%	63%	81%
Student behaviour is well managed at this school	81%	25%	54%

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	2022	2023	2024
Short Suspensions – 1 to 10 days	130	261	218
Long Suspensions – 11 to 20 days	5	7	14
Charge related Suspensions	0	0	0
Exclusions	3	4	5

Consultation

The review of this Student Code of Conduct began in 2023 as part of our review cycle and the development of the 2024 – 2028 Strategic Plan.

In 2024, the school implemented a systematic process to share our high expectations based on feedback during 2023. This information has formed the basis of this review. In the first phase, we engaged staff, students and parents/carers throughout 2024 to receive a range of feedback in relation to how the school positively reinforces positive behaviour and responds to unacceptable behaviour. Feedback indicated we continue the Bracken Ridge Way of Working – 5 C's: Consideration, Cooperation, Commitment, Courtesy, Common Sense.

Feedback has been obtained from students, parents/carers and staff to inform our updated Student Code of Conduct 2025-2028.

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. Feedback from parents/carers was sought 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 Student Code of Conduct. This feedback was used to inform processes in relation to both positive acknowledgement of expected behaviours, as well as the implementation of behavioural consequences. As a result, we implemented a reinvigorated Recognition Program in Semester 2 2024.

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. Together with the school community, we will work to refine and enhance this policy and our operational practices throughout the implementation cycle.

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 clear for 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

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, in STA lessons 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:

School-Wide Recognition

- Positive behavior is acknowledged by all staff through our recognition program.
- Recognition is given in classrooms, sector assemblies, school events, and awards nights.
- Bracken Ridge State High School promotes and celebrates positive school behaviors to encourage appropriate conduct.
- The school has proactive and preventive strategies to foster a caring, productive, and safe learning environment.
- Positive behaviors contribute to an effective learning environment that nurtures aspirations, relationships, and values.

Recognition Programs & Incentives

- **Recognition Points** awarded for:
 - Attendance
 - The 5C's (Commitment, Cooperation, Courtesy, Consideration, Communication)
 - Academic Achievement
 - Community Involvement
 - Sports & Arts
- **House Points System** recognises commitment to school values.
- **Positive Postcards** sent home to acknowledge achievements.
- **Positive Record Entries** in OneSchool, included in formal reports.
- **Participation in Special Activities** (e.g. Rewards Day Program).
- **Student of the Week/Month** for each year level as recognised by sector teams.

Public Acknowledgment & Communication

- Individual recognition in class and at assemblies.
- Articles in newsletters and social media.
- Press releases highlighting student achievements.
- Interviews with the Principal, Deputy Principal, or Head of Department.
- Faculty celebrates student work through Facebook acknowledgments.

Teacher-Initiated Recognition

- Positive emails and phone calls home.
- Staff award recognition points through Compass Chronicle.
- Displaying and celebrating student work in faculty spaces.

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/carer to make an appointment with the principal (or their delegate) to discuss the model of behaviour support and discipline used at this school.

Positive Acknowledgement Systems

Bracken Ridge State High School implements a structured recognition system to acknowledge and reinforce positive academic and behavioural choices. This system is designed to support a culture of high expectations and continuous improvement.

While the ultimate goal is for students to develop intrinsic motivation to meet and exceed these expectations, it is recognized that this may not come naturally to all students. Positive reinforcement is essential in fostering engagement, wellbeing, and encouraging consistent effort. By celebrating achievements and progress, the school aims to create an environment where students feel valued, motivated, and supported in their personal and academic growth.

	At the classroom level	At the sector level	Across the whole school
High Frequency	<p>Recognition Program / Points allocation</p> <p>Recognition Points System (via Compass Chronicle) awarded for:</p> <ul style="list-style-type: none"> - Attendance - The 5C's (Commitment, Cooperation, Courtesy, Consideration, Communication) - Academic Achievement - Community Involvement - Sports & Arts <p>Teacher-Initiated Recognition:</p> <ul style="list-style-type: none"> - Positive postcards sent home - Emails and phone calls to families - Faculty social media acknowledgments - Positive rewards through ESCM 	<p>JS, MS, SS Team Acknowledgement</p> <p>Sector Leadership Acknowledgment:</p> <ul style="list-style-type: none"> - Year Level Coordinators (YLCs), Heads of Department (HODs), and Deputy Principals (DPs) recognize positive student behavior in parades and classroom visits - Leadership, including the Brack-n-Deadly Program, acknowledges students exceeding expectations, showing consistency, or demonstrating improvement in the 5Cs 	<p>Recognition Awards</p> <ul style="list-style-type: none"> - Certificates and rewards / Shark coins and recognition points displayed in student Compass profiles - Parent and student visible communication about students success - Students redeem Shark Coins for rewards through student services - Coin currency for future whole-school events or donated

Medium Frequency	<p>Most Weeks:</p> <ul style="list-style-type: none"> - Teacher nominations submitted to sector teams - Certificates and Shark Coins awarded - Form Class Attendance Awards - Top-performing classes recognized at assemblies with sector-determined rewards <p>Certificates:</p> <ul style="list-style-type: none"> - 100% attendance recognition twice a term - 90% attendance recognition twice a term <p>Brack-n-Deadly Program: First Nation students receive tokens and certificates each term.</p> <p>Academic Celebrations:</p> <ul style="list-style-type: none"> - Recognition assemblies to celebrate student achievements 	<p>JS, MS, SS Team Acknowledgement</p> <ul style="list-style-type: none"> - YLCs, HODs and DPs hand out awards based on the Recognition Points system. <p>Attendance Certificates</p> <ul style="list-style-type: none"> - 100% attendance recognition twice a term - >90% attendance recognition twice a term - Certificates each term <p>Brack-n-Deadly Program. Tokens and certificates presented each term to First Nation students.</p>	<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>Academic Celebrations</p> <ul style="list-style-type: none"> - Recognition celebration assemblies <p>Recognition Celebrations</p> <ul style="list-style-type: none"> - Student draws at celebration event - Students who have been allocated recognition points go into a draw for a prize - Students who exceed expectations outlined in the Way of Working receive certificates based on the number of coins earned <p>Community</p> <ul style="list-style-type: none"> - Recognition / acknowledgment emails sent to parents through Compass chronicles as students reach milestones in the recognition program
Low Frequency		<p>Recognition Certificates</p> <p>Students who achieve milestones receive certificates at assemblies and award nights.</p> <p>Recognition certificates include:</p> <ul style="list-style-type: none"> - Bronze Sea Eagle – 3 coins - Silver Turtle – 9 coins <p>Badges</p> <ul style="list-style-type: none"> - Badges given for different levels of the House Points system. - Badges presented as student complete JS, MS, SS pathways. 	<p>Recognition Certificates</p> <p>Students who achieve milestones receive certificates at assemblies and award nights.</p> <p>Recognition certificates include:</p> <ul style="list-style-type: none"> - Gold Stingray – 18 coins - Platinum Dolphin – 27 coins - Bull Shark Certificate – 36 coins (360 points) <p>Attendance Certificates</p> <ul style="list-style-type: none"> - Medals given for 100% attendance - Certificates given for >94% attendance for the year each term <p>Principal's Commendation Awards</p> <p>Commendation given for students who demonstrate the following:</p> <ul style="list-style-type: none"> - All As for effort certificates - All As for behaviour certificates <p>Awards night</p> <ul style="list-style-type: none"> - Academic and sporting awards - Brack-n-Deadly Awards

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"> • Explicit teaching of the Bracken ridge 5 Cs • Individual recognition in class and/or on assembly • Newsletter and social media articles • Press releases • Interview with the Principal/Deputy Principal/Head of Department • Awards nights, Recognition celebration events, Recognition program • House Points allocated through recognition program • Positive Postcards • Positive record entries in OneSchool (published on formal reports) • Participation in 'special' activities e.g. Rewards Day Program • Student of the Week/Month for each year level as described by the sector teams • Staff recognize positive student behaviour awarding recognition points through a Compass Chronicle • Recognition Points are awarded for Attendance, the 5C's, Academic Achievement, Community Involvement, Sports, Arts • Brack-n-Deadly Awards: Deadly Attender, Deadly Brain, Deadly Treadly, Deadly Designer, Deadly Talker, Deadly Tracker, Proper Deadly • Teacher initiated positive emails and phone calls • Faculty - Facebook acknowledgment of student work

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

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 2024-2027 Bracken Ridge State High School Strategic Plans supports this. 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 [K-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 respectful relationships education program; and ensure CPR for Life in schools skills training is provided to all senior 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/carers 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/carer 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/carers 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 supply of adrenaline auto-injectors 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 concern. This includes facilitating the development, implementation and periodic review of a [Student Plan](#) working with various stakeholders.

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 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 Support Services or Sector teams.

Parents/carers 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 Sector teams 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 - Curriculum	<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 Department - Junior School, Middle School, Senior School	<ul style="list-style-type: none"> Coordinate transition Lead role for implementation of the Bracken Ridge State High School Way of Working. Monitors student attendance, behaviour and academic data data Arranges intervention for students Leads academic support or coaching programs Leads career pathways – Goal Setting, SET Plans, or Next Steps Days
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 Student Support Services Team and monitors wellbeing and intervention data to identify areas of additional need.
Head of Special Education Services (ESS Team)	<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.
Attendance 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.

	<ul style="list-style-type: none"> • 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 ○ family relationships
Indigenous Teacher Aide	<ul style="list-style-type: none"> • Provides classroom support to Aboriginal and Torres Strait Islander students. • Provides cultural advice to school staff and contributes to school events. • Supports implementation of Brack-n-Deadly awards • Implements First Nations small group programs
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.
GP	<ul style="list-style-type: none"> • Works with students and their families to identify and address health issues impacting on students' engagement with learning. • Provides timely and appropriate access to healthcare for a wide range of health and mental health concerns at no cost to students or their families. • Provide referrals to medical specialists, allied health professionals or other external agencies when required.

It is also important for students and parents/carers to understand there are regional and state-wide support services also available to supplement the school network. These include Transitions Pathways Officer, 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.

At Bracken Ridge State High School we believe 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.

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 and STA 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																								
	<p>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.</p> <p>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.</p> <p>There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.</p> <div style="text-align: right; margin-right: 50px;"> </div> <p>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.</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Location</th> <th style="width: 30%;">CONSIDERATION ... "I RESPECT the rights of others when I..."</th> <th style="width: 30%;">COOPERATION, COURTESY, COMMON SENSE ... "I am RESPONSIBLE for my actions when I..."</th> <th style="width: 25%;">COMMITMENT ... 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Targeted Teaching	<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. Personalised Learning Plans, Individual Curriulum Plans, Part-time Educational Programs, Heath Management and Support provisions articulate the various supports based on student needs.</p>
Intensive Teaching	<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> <p>Personalised Learning Plans, Individual Curriulum Plans, Part-time Educational Programs, Heath Management and Support provisions document the more intensive supports provided to address the student circumstances.</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/carers to know what disciplinary consequences 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/carers 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 (or their delegate) 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 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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/carer 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 school staff 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.

Tiered Response to Student Behaviour

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"> • Proactive Engagement Strategies (Learning Intention, Success Criteria, learning goals, reasonable adjustments, differentiation and support provisions, seating plan) • Pre-correction (e.g. “Is there something I can help you with the work/activity/task”) • Non-verbal and visual cues (e.g. posters, hand gestures) • Whole class practising of routines e.g. Bracken Ridge Basics • 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 • 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 class goals and Recognition Program • Redirection (e.g. “What are you doing?”, “What should you be doing?”, “What happens next if you don’t follow instructions?”) • 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 Support Provisions) • Targeted skills teaching in small group • Detention (before school, lunch time, and/or after school) • Withdrawal from class or program • Student Support Plans including Behavioural / Engagement / Attendance • Monitoring cards (attendance, behavioural, social/emotional) • Involvement in school-based programs • Student Support Services intervention e.g. wellbeing and social emotion regulation support • Self-monitoring plan • Check in Check Out strategy • Teacher and Sector School mentoring • Stakeholder meeting with parents/carers and external agencies • Functional Behaviour Assessment • Metropolitan North Region Student Support request

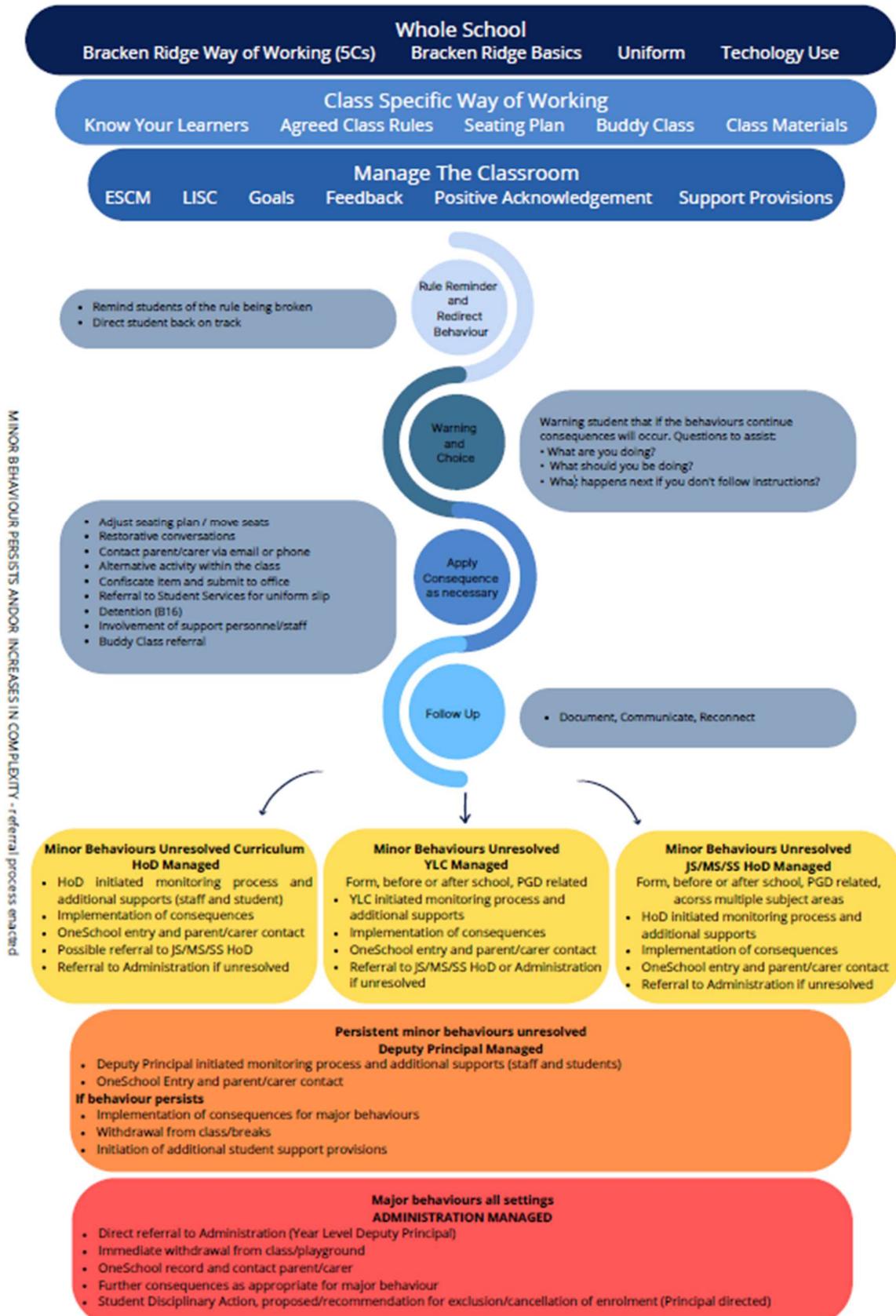
Intensive

School leadership teamwork in consultation with Student Support Services Team and Metropolitan North Region Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based on individual support plan
- Complex case management and review
- Stakeholder meeting with parents/carers 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.

The following tables and diagram provide a summary of how minor and major behaviours are defined and managed at Bracken Ridge State High School.

School Response to Managing Behaviour



Categories of Behaviour

Category of behaviours	Minor			Major
	Teacher managed	Curriculum HOD managed	Sector HoD managed (JS/MS/SS)	Administration managed
Verbal (abusive) Language	<ul style="list-style-type: none"> Inappropriate and/or offensive conversational language (not directed at staff or others including visitors) 	<ul style="list-style-type: none"> Continued use of abusive/aggressive/inappropriate and/or offensive language (not directed at staff) 	<ul style="list-style-type: none"> Repeated minor behaviours Extreme rudeness/ inappropriate or offensive drawings Inappropriate gestures 	<ul style="list-style-type: none"> Inappropriate gestures – i.e. displaying the middle finger to a staff member Offensive language directed at a staff member Verbal threats or reference to a physical threat directed at staff, visitors or students
Academic Misconduct	<ul style="list-style-type: none"> Assessment Infringement – not submitting draft by due date 	<ul style="list-style-type: none"> Assessment Infringement – not submitting assessment by due date Student cannot provide evidence that the work submitted is their own work. Examples may include cheating, plagiarism, fabricating, impersonation, examination misconduct, use of AI at the draft or formative assessment level 	<ul style="list-style-type: none"> Student cannot provide evidence that the work submitted is their own work. Examples include cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism, use of AI 	<ul style="list-style-type: none"> Repeated academic misconduct
Bomb Threat/False Alarm				<ul style="list-style-type: none"> Message delivered to emergency services or school of a bomb or similar onsite or near school grounds. Includes setting off fire alarms.
Bullying/Harassment	<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) Purposeful use of drawings, images, or logos depicting harmful messages Serious instances of cyberbullying 	<ul style="list-style-type: none"> Major and/or persistent harassment/bullying (inc. cyberbullying) Major intimidation of staff or students Intentional use of racial and/or discriminatory language against staff and/or student, Sexual harassment Purposeful use of words, symbols, word phrases, slogans depicting harmful messages Purposeful misgendering or use of incorrect name toward student or staff member Depriving the liberty of another student.
Defiance	<ul style="list-style-type: none"> Incomplete classwork/homework/assessment Refusal to participate or follow reasonable teacher request Refusal to start work when directed or move to allocated seat Lack of, or not bringing required belongings, equipment or materials Being repeatedly in out of bounds area (in the classroom / PGD) Late to class without a Green Slip or valid reason 	<ul style="list-style-type: none"> Persistent lack of materials for class Refusal to attend a detention (classroom) Persistently late to class without Green Slip 	<ul style="list-style-type: none"> Persistent lack of materials for class (including across multiple curriculum areas) Refusal to attend detentions Refusal to attend buddy class by teacher Persistently late to class without Green Slip 	<ul style="list-style-type: none"> Persistently late to class without Green Slip, (including across multiple curriculum areas) Refusal to follow buddy class process when directed by Head of Department (after Red Card issued) Refusal to follow direction of Senior Leadership Team member Persistent refusal to attend B16 detentions Attendance at the school, school events, at any State School or school activity while suspended

Disrespect	<ul style="list-style-type: none"> • Verbal misconduct • Verbal or nonverbal mimicking of a student 	<ul style="list-style-type: none"> • Verbal or nonverbal mimicking of a staff member • Using or giving incorrect names to staff or students • Walking away whilst being spoken to by a staff member 	<ul style="list-style-type: none"> • Abusive gestures/extreme rudeness/inappropriate/ offensive drawings • Persistent minor behaviours that do not desist after repeated teacher intervention including contact home 	<ul style="list-style-type: none"> • Inappropriate conduct while travelling to and from school • Bringing the school, staff or other students into disrepute in the school or community
Dress Code	<p>Uniform policy non-compliance such as:</p> <ul style="list-style-type: none"> • Incorrect formal uniform • Shoes • Jewellery/piercings 	<p>Uniform policy non-compliance such as:</p> <ul style="list-style-type: none"> • Incorrect formal uniform • Shoes • Jewellery/piercings • Graffiti, inclusive of drawing of self/graffiti on body 	<ul style="list-style-type: none"> • Repeated non-compliance with dress code policy 	<ul style="list-style-type: none"> • Persistent non-compliance with uniform policy after parent/carer contact and OneSchool documentation. • Persistent refusal to follow school processes: Main (Dress Code), Secondary (Defiance)
Falsifying Documents			<ul style="list-style-type: none"> • Use of mobile phone messaging system or email to communicate messages from parents/carers 	<ul style="list-style-type: none"> • Forging of caregiver's signature on notes • Pretending or impersonating another through social media or other communication modes
Fighting				<ul style="list-style-type: none"> • Physical misconduct with the intent to cause harm • Behaviour at school or in a public place that brings the school community into disrepute including fighting (planned or unplanned)
Physical Aggression	<ul style="list-style-type: none"> • Mutually playful pushing or barging that is considered to be inappropriate physical contact in the school 		<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 • Threats and intimidation to adults or students • Dacking with the intent of causing harm • Minor physical misconduct (scuffles, pushing) lining up, within the classroom or while entering or leaving class 	<ul style="list-style-type: none"> • Pushing/slapping/punching/kicking/biting/hair pulling /spitting/scratching/touching others inappropriately • Demonstrated physical aggression including to staff, plants, animals, and other members of BRSHS community • Physical misconduct with the intent to cause harm, including physical assault of staff/students/visitors • Major instances of actively inciting other students to participate in physical conflict • Major intimidation or assault of staff or students
Property Damage	<ul style="list-style-type: none"> • Interfering with the property of students • Unintentional damage/misuse of school property that does not inhibit its intended use or appearance including low level damage of classroom resources • Forcefully tapping keyboards or slamming mouse • Littering 	<ul style="list-style-type: none"> • 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"> • Persistently interfering with the property of others including staff • Persistently interfering with the property of others including staff 	<ul style="list-style-type: none"> • Vandalism, graffiti or destruction to curriculum related equipment that inhibits or changes its intended use or appearance. • Vandalism, graffiti, destruction or deliberate damage to non-curriculum related pieces of school owned equipment E.g. bathrooms, outdoor seating, windows, general all-purpose furniture in classrooms • Persistent issues with equipment including tampering with classroom and/or school safety

Property misuse causing risk to others	<ul style="list-style-type: none"> • Unsafe behaviour inside or outside of the classroom (including during breaks or before/after school) with no harm to staff or student. • Throwing an object around/across a classroom or playground • Swinging/rocking on chairs or desks • Running on concrete or around building, stairwells • Squirting water or other liquids on another person 	<ul style="list-style-type: none"> • Knocking over furniture including chairs/desks • Persistent minor behaviours after repeated teacher intervention including consequences and contact home 	<ul style="list-style-type: none"> • Behaviours occurring across multiple subject areas • Persistent interfering with the property of other students or staff • Persistent littering 	<ul style="list-style-type: none"> • Throwing furniture/classroom equipment with intent to cause harm • Inviting intruder onto school grounds, hiding intruder and providing uniform to an intruder • Inappropriate and/or dangerous use of vehicle to and from school • Misuse of equipment (high-risk) including safety equipment • Deliberate damage of school property
Refusal to participate in the educational program of instruction	<ul style="list-style-type: none"> • Incomplete classwork/homework/assessment • Isolated, non-completion of assigned tasks and non-assessable items e.g. not starting a task when asked to • Completing a preferred activity instead of assigned task 	<ul style="list-style-type: none"> • Persistent refusal to completed assigned tasks; non-submission of assessable items e.g. refusal to submit an assessable assessment task, or draft by due date 	<ul style="list-style-type: none"> • Persistent refusal across multiple subject areas to completed assigned tasks; non-submission of assessable items e.g. refusal to submit an assessable assessment task, or draft by due date • Refusal to engage in non-curriculum assigned tasks e.g. parade, year level assembly, presentations 	<ul style="list-style-type: none"> • Continued refusal to complete curriculum and non-curriculum assigned tasks • Refusal to follow personalised support or learning plan
Substance misconduct involving illegal substances				<ul style="list-style-type: none"> • Under the influence of illicit or prohibited substance (fake or real) • Distribution, possession or use of illegal substances and/or associated equipment smoking implements and paraphernalia/instructions
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> • Caffeinated energy drinks 	<ul style="list-style-type: none"> • Caffeinated energy drinks 	<ul style="list-style-type: none"> • Caffeinated energy drinks 	<ul style="list-style-type: none"> • Substance misconduct including use of or possession of legal substances e.g. e-cigarettes, cigarettes/tobacco, alcohol, medication • Possession of legal substance • Consumption of alcohol • Under the influence of an illegal substance e.g. alcohol • Distribution of legal substance e.g. e-cigarettes, cigarettes/tobacco, alcohol
Technology violation	<ul style="list-style-type: none"> • Use of mobile phone, smartwatch, speaker, earpods, portable music device, camera or other electronic device at school • Inappropriate use of electronic device • Misuse of equipment (low risk) 	<ul style="list-style-type: none"> • Persistent inappropriate use of electronic device 	<ul style="list-style-type: none"> • Misuse of the internet/social networks • Persistent inappropriate use of electronic devices 	<ul style="list-style-type: none"> • Refusal to take mobile phone, smartwatch, speaker, earpods or other Bluetooth device to the office • Use of electronic device for harassment/filming without permission/infringe privacy/beach school systems
Theft	<ul style="list-style-type: none"> • Taking other student's hat or bag or other possession and running away and hiding it causing distress to the owner • Taking resources without permission 	<ul style="list-style-type: none"> • Persistent taking of other student's belongings and causing distress to the owner • Persistent taking of resources without permission 	<ul style="list-style-type: none"> • Behaviours occurring across multiple subjects and occurring frequently 	<p>The removal of another person's or school owned property without permission and without intent to return the item:</p> <ul style="list-style-type: none"> • includes theft in the community and from staff • school owned property refers to any item that is purchased by the school

Truancy (out of class)	<ul style="list-style-type: none"> • Lateness to class • Unexplained absence from class: not attending a timetable class • Leaving without permission and returning 	<ul style="list-style-type: none"> • Persistent lateness to class • Leaving without permission and not returning 	<ul style="list-style-type: none"> • Repeated non-attendance in specific subject or across multiple subjects • Refusal to attend lunchtime (B16) detentions 	<ul style="list-style-type: none"> • Persistent truancy over multiple lessons in a day e.g. avoiding class and walking around the school • Persistent refusal to attend lunchtime (B16) detentions
Truancy (out of school)			<ul style="list-style-type: none"> • Has not attended classes, but have been reported onsite 	<ul style="list-style-type: none"> • Persistent truancy (has not attended school) without valid reason provided to school (has not attended school) • Leaving school grounds without permission (including return to school)
Use/possession of combustibles	<ul style="list-style-type: none"> • Spraying of aerosol and deodorant cans 	<ul style="list-style-type: none"> • Persistent spraying of aerosol and deodorant cans 	<ul style="list-style-type: none"> • Possession of lighters/matches (no intent to use) 	<p>Possession and showing to other and use of:</p> <ul style="list-style-type: none"> • Firecrackers • Petrol/lighter fluid • Cap guns
Use/possession of weapons				<ul style="list-style-type: none"> • Bringing of any item that can be considered a weapon (includes replica items) • Student threatening with a weapon or intent to use • Refusing to hand over any item that is deemed a threat to student safety and/or the good order and management of the school

Behaviour Referral Process

Teacher Managed Behaviours

Minor

Low-level behaviours not requiring the involvement of specialist/support staff or administration, minor breaches of school rules, not violating the rights of others, not seriously harming others

Curriculum HoD Managed Behaviours

Minor

Persistent low-level behaviours and minor breaches of school rules (not violating the rights of others, not seriously harming others) requiring the involvement of Curriculum Head of Department.

Sector HoD Managed Behaviours

(JS/MS/SS)

Minor

Persistent low-level behaviours and minor breaches of school rules that are taking place across multiple curriculum areas. Intervention may require social, peer and/or wellbeing interventions by the YLC team. Requires the involvement of Student Support Services and external agencies/organisations.

Administration Managed Behaviours

(Deputy Principal/Principal)

Major

Continued pattern of unresolved minor problem behaviours. Behaviours that significantly violates the rights of others and puts others or self at risk of harm. Behaviours that may require the involvement of internal and external specialists.

Managed by teacher using Essential Skills for Behaviour Management (ESBM), positive reinforcement, proactive strategies, explicit re-teaching of school expectations and redirecting the learning (promoting on-task behaviours).

Possible Strategies

1. Implement ESCM and Explicit re-teaching of school expectations.
2. Giving Instructions: telling students what to do.
3. Waiting and Scanning: stopping to assess what is happening (and ensuring you have attention before instructions).
4. Cueing with Parallel- Acknowledgement: praising a particular student to prompt others.
5. Body Language Encouraging: smiling, nodding, gesturing and moving near.
6. Descriptive Encouraging: praise describing behaviour.
7. Selective Attending: not obviously reacting to certain behaviours.
8. Redirecting to the Learning: prompting on-task behaviour.

Teacher has referred to relevant Curriculum Head of Department. These behaviours occur in class time or during an exam and must be recorded in OneSchool by the referring teacher and contact with home via email or phone. Follow-up action recorded by the Curriculum HoD in OneSchool.

Possible Strategies or Consequences

HoD discussions with student:

- What are the expectations of the class?
 - At you meeting the expectations?
 - Who has been affected by your behaviour?
 - What do you need to do to change your behaviour?
- HoD meeting/interview
 - Contact with parent/carer
 - HoD monitoring process
 - Detention (during lunch -B16 / after-school detention)
 - Withdrawal from class – multi-lesson buddy class
 - Re-entry to class process - restorative conversations

Teacher or Curriculum Head of Department has referred to relevant Sector Head of Department. These behaviours occur in class time, during exams, before or after school or during lunch breaks and must be recorded in OneSchool by the referring teacher/Curriculum HoD. Follow-up action recorded by the Sector HoD in OneSchool.

Possible Strategies or Consequences

HoD discussions with student:

- What are the expectations of the class?
 - At you meeting the expectations?
 - Who has been affected by your behaviour?
 - What do you need to do to change your behaviour?
- Sector HoD meeting/interview
 - JS/MS/SS HoD Monitoring Process
 - Sector School Case Management including individual support provisions
 - Student Support Plans (behavioural/engagement/attendance/academic improvement)
 - Parent/carer meeting
 - Meeting with parent/carer and teachers

Teacher or Curriculum/Sector Head of Department has referred to relevant Administration member. These behaviours occur in class time, during exams, before or after school or during lunch breaks and must be recorded in OneSchool by the referring teacher/Curriculum or Sector HoD. Follow-up action recorded by the Administration in OneSchool.

Possible Strategies or Consequences

- Parent/carer notified
- Meeting with parent/carer and teachers
- Verbal or Written apology
- Temporary removal of student property
- Removal from school IT network access
- Bullying/harassment intervention
- Case Management including individual support provisions
- Student Support Plans (behavioural/engagement/attendance/behaviour risk assessment/academic improvement/Discipline Improvement)
- Individual Behaviour Support Plans and/or Discipline Improvement Plan (DIP)
- Restorative Process with teachers and student
- Withdrawal from class

Questions may include:

- What are you doing?
- What should you be doing?
- What happens if you don't follow instructions?

Behaviour Escalates
 Re-state expectations:
 9. Giving a Choice: meet the expectation or consequence. Questions: 'What are our expectations in class?' "Are you meeting those expectations?" What are you choosing to do now?"
 10. Move the Student to a Pre-Arranged Buddy class (follow Buddy Class process).

Possible Consequences

- Adjust seating plan
- Teacher arranged detention
- Alternative activity within the class
- Contact parent/carer via email or phone
- Temporary removal of student property e.g. 5 minutes time out
- Confiscate item and submit to office
- Involvement of support personnel/staff
- Referral to Student Services for uniform slip
- Buddy Class referral
- OneSchool entries with referral to HoD

- Verbal or written apology
- Parent/carer meeting
- Loss of ICT privileges
- Subject Card Monitoring
- Withdrawal from lunches
- Alternative program
- HoD case management
- Referral to Student Support Services
- OneSchool entries with referral to Sector HoD/DP

- Restorative process with teachers and student
- Detention (during lunch-B16/after-school detention)
- Withdrawal from lunch breaks
- Withdrawal from class – multi-lesson/full day
- Removal from school IT network access
- Withdrawal from playground or use of playground monitoring card
- Involvement in school-based support programs
- Community Service (school-based)
- Temporary removal of student property
- Loan uniform issued
- Bullying/harassment intervention
- Referral to Student Support Services
- Mediation
- Student Support (internal and external agencies/organisations)
- OneSchool entries with referral to Administration

- After school detention
- Gradual return to school program
- Loss of privilege (e.g. school representation/excursions)
- Referral to Student Support Services
- Community Services
- Mediation
- Enforcement of Attendance
- Possible alternative pathways
- Support Programs including internal and external
- Referral to external agencies
- Alternative education program
- Student Support (internal/external)
- Counselling (internal/external agencies)
- Student Disciplinary Action (suspensions – short or long term)
- Proposal/recommendation to exclude
- Cancellation of Enrolment
- Immediate principal-directed action:
 - Police
 - Lockdown

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 are invited to attend a re-entry meeting just before or on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, 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, HoSES or other support staff, may also offer important advice to ensure a successful outcome to the re-entry meeting. Personal Learning Plans, Support Provisions and/or Discipline Improvement Plans may document the supports and expectations upon return.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- ICT Acceptable Use
- Preventing and responding to bullying
- Appropriate use of social media
- Safe, Responsible and Respectful Online

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/carer or calling the police;
- consent from the student or parent/carer 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/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/carer 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/carers should be called to make such a determination.

Parents/Carers 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

From Term 1 2024, all state school students must keep their mobile phones switched off and **'away for the day'** during school hours [from first bell at 8.40am to last bell at 2.50pm] while on school grounds, or attending off-campus school events. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

For the purpose of this policy, personal electronic devices include but are not limited to:

- mobile phones
- smart watches
- headphones or air pods
- portable speakers
- tablets/iPads
- gaming devices
- iPods/media players
- cameras and/or voice recording devices

These devices must be disconnected and **away from sight**.

The use of mobile phones and other student-owned personal electronic devices are not necessary for learning and as such **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.

Students using any device (i.e. Laptops) 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.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices

Electronic devices may be:

- handed in at the office at the beginning of the school day. The device 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 or personal possession) for the entirety of the school day.
- used on the way to and from school for safety and communication with parents.
- in a lockable pouch
- in student lockers.

Students who choose to bring electronic devices to school, **do so at their own risk** and are responsible for ensuring their safety and security and that they are not visible or audible. The school and school staff will not accept any responsibility for any loss or damage.

A visible 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 at end of day. This applies to both in the classroom and the playground, and includes all times of the school day [from first bell at 8.40am to last bell at 2.50pm]. Parents/carers will be notified via email and/or SMS of the confiscation.

Parent Responsibilities:

- Parents/carers accept responsibility for supervision and development of responsible use of electronic devices by their children.



- Parents/carers should support the policy by sending messages to mobile phones outside school hours
- Parents/carers 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 parents may email their child's school email account.
- The school communicates via text message to parents/carers should there be an emergency requiring evacuation or lock down.
- Parents/carers can expect to be contacted should their child require serious medical attention.
- Parents/carers contact the school office in the case of an emergency requiring that a student be notified.
- Resources are available to parents/carers and students should they encounter issues with electronic devices.

Student Expectations

Electronic devices must be switched off and never visible at any time, on school grounds, or whilst attending school events, during class times and at breaks. Key whole of government messaging is that devices are: ***Away for the day.***

If a student 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. Breach of this policy may result in a consequence as outlined in the *Bracken Ridge State High School Student Code of Conduct*.
- Students involved in:
 - recording; and/or
 - disseminating material (through text messaging, display, internet uploading, social media etc);
 - and/or knowingly being a subject of a recording
 - 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*.

Consideration of Individual Circumstances

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions to for use of an electronic device, including where:

- the electronic device is used by the student to monitor or manage a medical condition (in accordance with the [Managing students' health support needs at school procedure](#))
- the electronic device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the electronic device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the electronic device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their electronic device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or

- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Principals (or their delegates) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their electronic device during the school day.

Approved exemptions, including details of how and when a student may access their electronic device, will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff via Compass/email.

School specific exemptions

Where an electronic device is required for a special learning project, the classroom teacher must seek approval from the relevant HOD and Executive team member. This provision may be for any of the following exemptions:

- students are in years 10, 11 and 12 only
- teachers, in line with the school's policy, may give permission for students to use their electronic device in the classroom, for a specific and agreed educational purpose
- the principal may determine to allow the use of electronic devices to make school payments, including for tuckshop, uniform shop and office payments, and/or
- the principal may determine to allow students access and use of electronic devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the school excursions procedure).

While the principal (or their delegate) can make a decision to permit the use of electronic devices under these specific circumstances, consideration will be given to:

- whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYOD policy
- whether the student's electronic device is able to be connected to the school's network, to support safe and filtered access to the internet (in accordance with the Use of ICT systems procedure), and
- ensuring students only use the electronic device for the intended, agreed purpose.
- students may use a device in learning, for a specific task, for a specific time under teacher supervision at the explicit direction of a staff member. The device is not to be accessed for recreational use (music, social media, etc). Photos, videos or audio recordings are to be taken only with permission of all parties and with the agreement of the presiding staff member.

Information and Communication Technology (ICT) Acceptable Use

Bracken Ridge State High School commits to providing students with access to the school's ICT facilities and devices to support their essential learning, as listed below:

- provide students with a device and software designed to meet the needs of their class work
- provide software updates as required
- provide a loan/spare device for the student to use while their own device is being repaired for damage or warranty claims

- provide on campus printing facilities
- provide technical support for the device (before school and during lunch breaks)
- provide information about device care and maintenance
- respond to any breaches of this policy in an appropriate manner.

Parents/Carers are to ensure their child fulfills their responsibilities as outlined in this document 'ICT Acceptable Use Agreement, including Student Laptops':

- supervise their child's care of the device outside of the school environment
- monitor their child's recreational use of the device and guard against inappropriate use
- support the School's disciplinary actions for inappropriate use of School ICT equipment or internet
- pay all fees associated with hire of the device (including insurance excesses and replacement costs where applicable)
- if a damage does occur, ensure their child has correctly completed the 'Accidental Damage Claim' paperwork, requiring a parent/carer signature
- be familiar with the document [Online Safety in Queensland State Schools \(PDF, 4 MB\)](#) which provides guidance on how the department responds and supports schools, students, parents and the community, in keeping young people safe online.

Students are to abide by the expectation and responsibilities listed below:

- always transport the laptop in the provided bag
- fully charge the device at home each evening, ensuring the laptop is charged and ready for learning (leave the charger at home)
- students provide authorised school staff with access to the device
- any software or hardware issues, vandalism, damage, loss or theft of the device must be reported immediately to the school
- students are not allowed to use their mobile phones or any other device to connect to the Internet while at School
- no permanent markings are permitted on the laptop. This includes, pen, stickers, or any other item/material visible on the device
- keep the laptop out of direct sunlight and in a cool dry place when not in use at home
- use the Internet to only access information relevant to classroom research or approved projects
- avoid compromising, directly or indirectly, the security and integrity of the school network – including but not limited to tampering, hacking and/or spreading viruses or using weak passwords
- immediately inform a teacher if you view information that makes you feel uncomfortable, offended or believe that the content is illegal
- use only video conferencing for educational purposes. Only take and share photographs or sound or video recordings when others are aware the recording is taking place and you have explicit consent as part of an approved lesson or educational activity
- do not reveal your password to anyone else. Do not allow anyone else to use your laptop including family, friends etc
- do not give out any personal information about themselves or others unless given permission from a teacher
- do not send any bulk unsolicited emails, computer viruses, worms or malware or similar malicious programs

- attempt to communicate with staff member via phone call, text or private email, or social media platforms. Any attempt by students to connect, like or message staff will be considered a breach of appropriate use of technology as well as a breach of privacy
- use only licensed software approved by the school. Unauthorised software use may breach Copyright laws and penalties may apply by Australian law
- do not play games in class, when your teacher has instructed you to engage in a learning task
- don't leave your laptop unattended or unlocked
- do not use the internet for talk and/or chat sessions or send/receive personal emails within school hours
- do not use social media or any other website/program with the purpose of creating, viewing or participating in the humiliation, harassment or defamation of others.

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. Both parties are at risk for developing behavioural, emotional and academic concerns. Our school implements practices and strategies to support our students to follow our school values and be respectful, responsible and resilient learners.

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 repeated 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

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 (through recognition program), including those associated with following our routines, from all staff in the non-classroom areas of the school
- all students are explicitly taught strategies through the STA program to respond to bullying or inappropriate behaviours.

A high level of quality active supervision is part of our staff routine in the non- classroom areas. This means that the duty staff members are easily identifiable and are constantly moving, scanning and positively interacting with students.

Stymie

Bracken Ridge State School funds the online Stymie reporting system.

Fostering a safe environment

Students make notifications about depression, anxiety, suicide ideation, cyberbullying, bullying, illegal activity and self-harm. Your child can also ask to see a counsellor through a Stymie Notification.

Enabling early intervention

The anonymous nature of Stymie means that students often make notifications sooner rather than later; enabling early intervention by the relevant contact at school or allied health agency.

Alleviating anxiety and stress

Encouraging students to make notifications through Stymie can help reduce levels of anxiety associated with concealing stressful information. We call this anxiety [vicarious trauma](#).

Encouraging pro-social behaviour

Promoting a culture of care is important in every community. Empowering students as the agents of change, means they have an opportunity to put their empathy into action.

Providing a solution

Stymie may point your child in the right direction if they have experienced or witnessed harm; a definitive course of action that may enable a life-changing conversation.

Strive to Accomplish (STA) Program

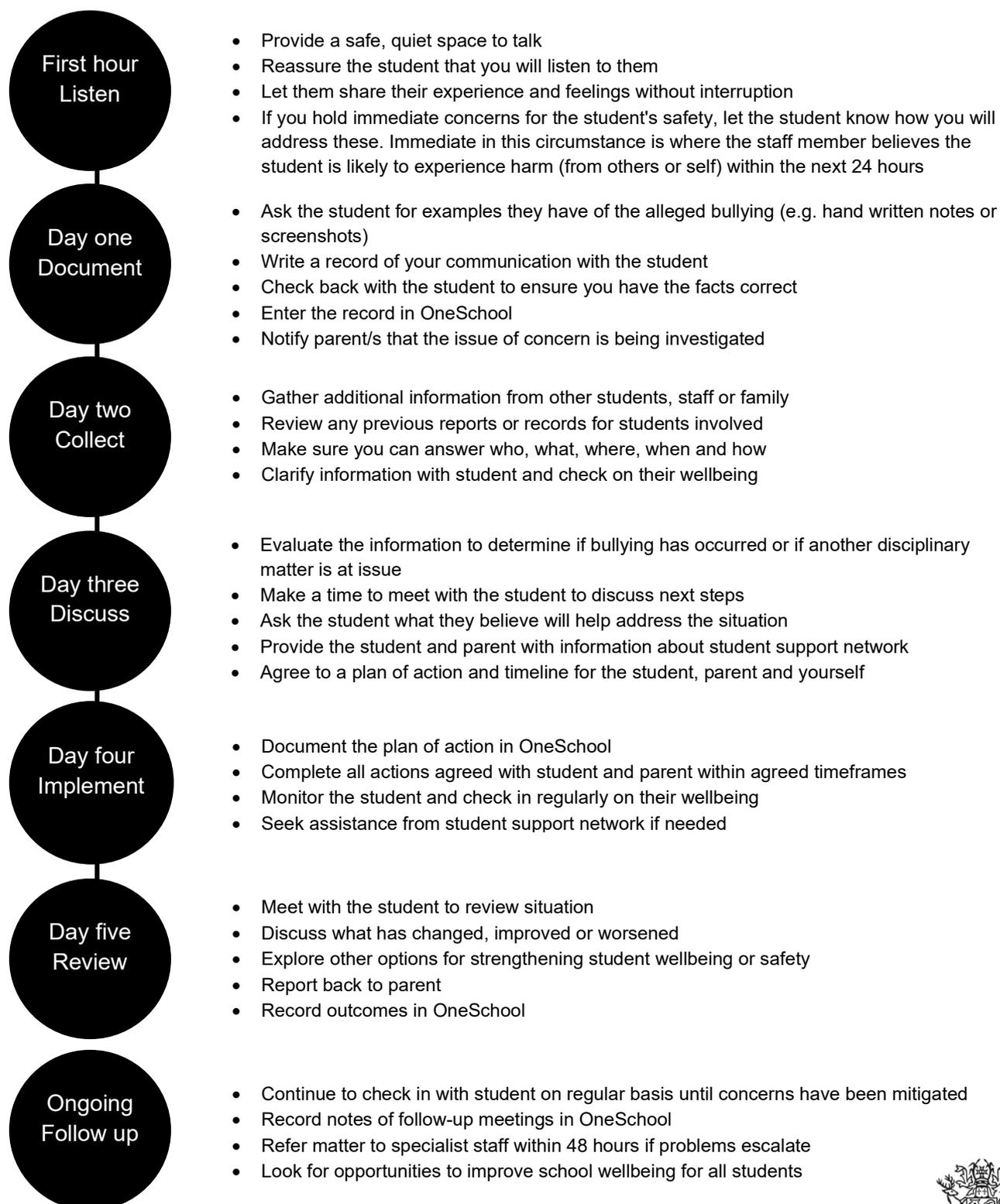
The STA program develops our students to be:

- a striving student
- respectful
- have resilience
- responsible

A key aspect of the program is respectful relationships and how to address bullying in any form.

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.



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

Appropriate use of social media

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, Snapchat, 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 harass, bully, 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.

Online Safety in Queensland State Schools Education

Students

To help prevent cybersafety incidents, students are taught how to use technology appropriately and responsibly behave in ways to enhance their own safety. Every Queensland state school has a Student Code of Conduct developed with the school community which details the school's behaviour policy including the appropriate use of technology, and the consequences and processes for addressing bullying (including cyberbullying).

School staff, teachers and principals

School staff, teachers and school leaders play a vital role in the safety and wellbeing of students and young people. They are responsible for providing a safe and supportive learning environment, where children feel protected, comfortable and accepted.

Families and parents/carers

Parents/carers are a child's first teachers. They play a critical role supporting their children to engage safely online and avoid harmful experiences. Educating children from a young age is especially important, with technology accessible to children of all ages.

Parents/carers can access a range of support, information and guidance through esafety.gov.au and can talk to their child's school if they have concerns about their child's online safety or cyberbullying.

Adapted from www.esafety.gov.au/parents/skills-advice/good-habits-start-young

Guidance officers

Guidance officers provide a broad range of proactive and preventative services including psychoeducational assessments, advice and counselling on educational, behavioural, personal, social, career and mental health and wellbeing issues. Guidance officers also play an important role in supporting responses to critical incidents.

Above extract taken from Online Safety in Queensland State Schools

https://www.qld.gov.au/data/assets/pdf_file/0028/145756/online-safety-in-qld-ss.pdf

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 School, 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/carers 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 consequences such as detention or removing of privileges, or more serious disciplinary 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/carers 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.

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](#).

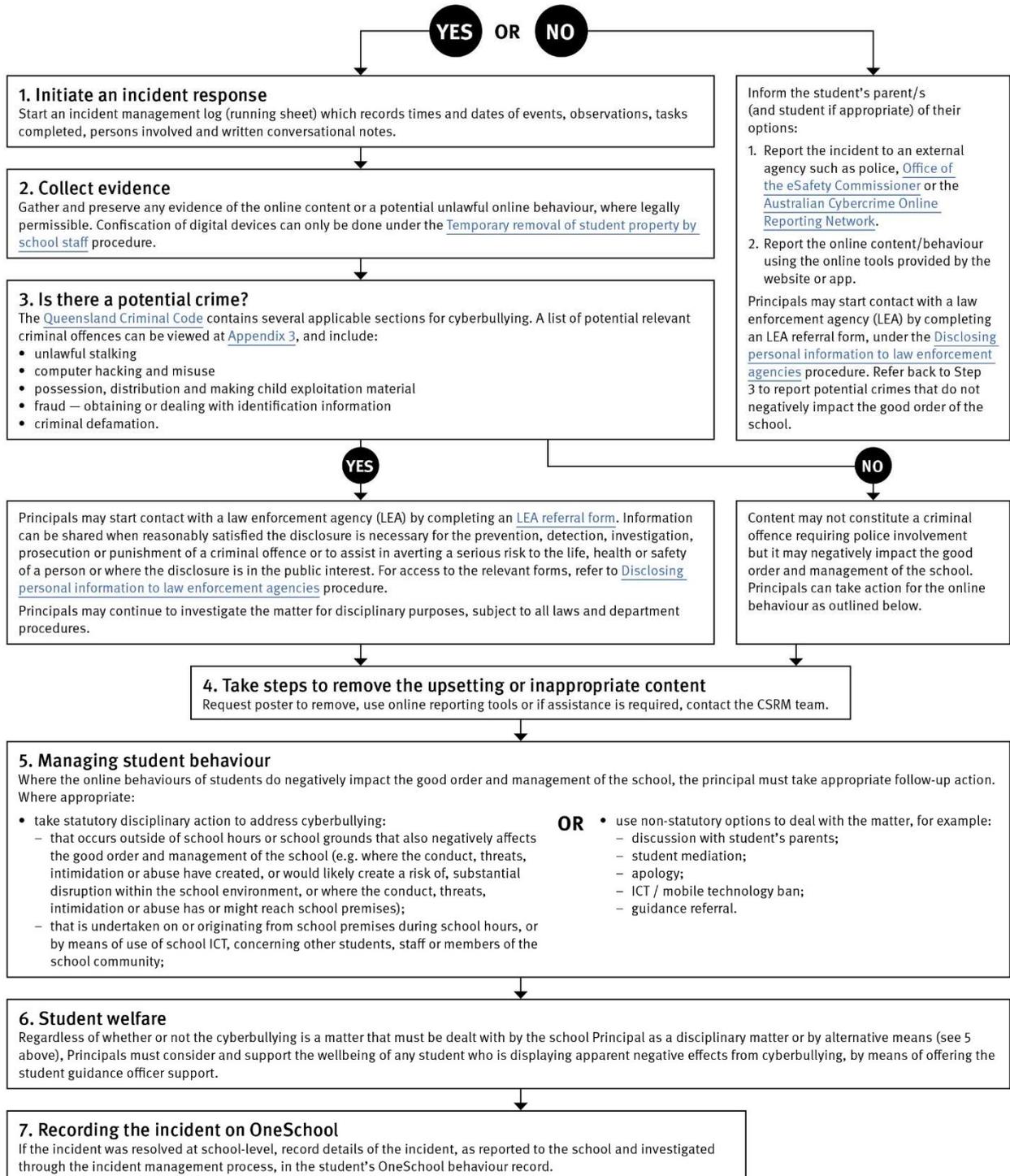
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Safe, Responsible and Respectful Online

Students of Bracken Ridge State High School:

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure.
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices 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
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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-device 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 the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

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. **Seek executive team support** by sending a Red Card to the office or calling for assistance.
4. **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.
5. **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.
6. **Debrief:** At an appropriate time when there is low risk of re-escalation, the leadership team member will 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. Restorative conversations may form part of this process.

School staff, students and community members will follow the emergency evacuation and lockdown procedures if the executive team deems this is required.

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 electronic devices

Resources

These resources may provide further information to support staff and students with behaviour and wellbeing.

- [Australian Professional Standards for Teachers](#)
- [Classroom Management Hub](#) -Education Futures Institute (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Online Awareness: Information for parents and caregivers](#)
- [Social media and the school community](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Stymie](#)

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/carers need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

Complaints

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/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.

How do I make a customer complaint?

Visit the department's [website](#) for information about making a customer complaint or raise your issue with the school or education centre, region or division.

How does the department manage my customer complaint?

The department is committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights. Information about how the department manages customer complaints is available on our website, including links to relevant policies and procedures.

For customer complaints about school matters, you are encouraged to use the following three-step approach:

1. **Early resolution:** 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, or make your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Check the school's website to find your school's complaints management process.

The [regional office](#) may be able to assist you through this process, or provide you with advice.

2. **Internal review:** if, after taking the early resolution step, you are dissatisfied with the way your complaint was handled or if you believe the outcome to be unreasonable, you can ask

the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 20 days of receiving the complaint outcome.

3. **External review:** if you are dissatisfied after the internal review, you can contact a review authority, such as the [Queensland Ombudsman](#) or [Queensland Human Rights Commission](#), and request an external review.

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 [Complaints and grievances management policy](#).

You can make an anonymous complaint; however, if you do not identify the school, or if you advise that you do not wish the school to be contacted, it may limit how your complaint can be assessed and resolved. If no contact information is provided, the complaint will still be addressed but the department cannot reply back to you.

What are my responsibilities if I make a customer complaint?

You have a right to make a complaint, however, you also have responsibilities as a complainant to:

- be respectful and understand that unreasonable conduct will not be tolerated by school, regional or departmental staff as outlined in the [Managing unreasonable complainant conduct procedure](#)
- clearly outline what the problem is, what you are unhappy about and your desired outcome
- provide all relevant information when making a customer complaint and inform the department of any changes impacting on your complaint
- understand that if the complaint is complex, it can take time to assess, manage and resolve.

What happens after I make my complaint?

If your complaint is not resolved during your initial contact, we will aim to resolve your complaint as soon as we can and within 30 days, wherever possible. Please be aware that school holidays may impact timeframes for resolving a complaint.

Once your customer complaint has been resolved, you will be contacted and informed of the outcome of your complaint, any recommendations, and any review options available to you.

For information privacy reasons, the department is unable to provide you with information about other people involved in your complaint, such as staff, other school community members, or students who are not under your care.