



Boonah State High School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Boonah State High School is committed to creating a safe, supportive and respectful learning environment for all student, staff, parents and visitors.

Boonah State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour for all in the school community, ensuring teaching and learning in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

Postal address:	32 Macquarie Street, Boonah, QLD, 4310
Phone:	(07) 5460 6111
Email:	boonahshs@boonahshs.eq.edu.au
School website address:	www.boonahshs.eq.edu.au
Contact Person:	Mrs Cheryl Bullion (Principal)

Endorsement

Principal Name:	Mrs Cheryl Bullion
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Jodie Gnech
P/C President and-or School Council Chair Signature:	
Date:	

Contents

Contents

Principal's Foreword	5
Introduction	5
P&C Statement of Support	6
School Captains/Leaders Statement	7
Data Overview	8
School Opinion Survey	8
School Disciplinary Absences (SDA)	9
Consultation	10
Learning and Behaviour Statement	11
Multi-Tiered Systems of Support	11
Student Wellbeing and Support Network	12
Whole School Approach to Discipline	15
Consideration of Individual Circumstances	18
Differentiated and Explicit Teaching	18
Focused Teaching	18
Intensive Teaching	19
Legislative Delegations	20
Legislation	20
Delegations	20
Disciplinary Consequences	21
School Disciplinary Absence	24
School Policies	26
Temporary removal of student property	26
Use of mobile phones and other devices by students	27
Preventing and responding to bullying	30
Appropriate use of social media	33
Restrictive Practices	36
Critical Incidents	37
Related Procedures and Guidelines	39

Resources 40

Conclusion..... 41

Principal's Foreword

Introduction

Boonah State High School provides high quality education to students from across the Fassifern Valley of the Scenic Rim in Queensland. We believe that the development of strong, positive relationships with all members of our school are the foundation to every student succeeding.

Boonah State High School has three core values: Be Respectful, Be Responsible, Be a Learner.

These values have been used in the development of this Student Code of Conduct, with the aim of building successful young people who strive to grow, achieving their goals through being confident, self-disciplined and kind. Our passionate and engaging teachers work tirelessly to deliver outstanding outcomes for our students in a safe and positive learning environment.

Boonah State High School staff take an educative approach to all aspects of each student and believe that behaviour can be taught, with mistakes identifying opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour.

Being part of this passionate school community means that student are surrounded by possibility and opportunity every day. I am convinced that Boonah's balanced approach - respecting the proud traditions while stimulating innovation and progress - will bring great benefits to students personally and professionally.

Mrs Cheryl Bullion
Principal
Boonah State High School

P&C Statement of Support

As president of the Boonah State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Cheryl Bullion and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Boonah State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Boonah State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Boonah State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 31 provides an excellent starting point to understand how to approach the school about these types of situations.

Any parents who wish to discuss the Boonah State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Boonah 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 and appropriately supported to meet their individual social and learning needs.

Mrs Jodie Gnech
Boonah State High School Parent and Citizen's Association President

School Captains/Leaders Statement

On behalf of the Boonah State High school student body, we endorse the student code of conduct outlined by the school. The school's values of being a respectful, responsible, learner underpin the actions and morals upheld by students and staff. We endorse these values by demonstrating respectful behaviour towards staff and our peers, acting responsibly within the school and community environment, and actively participate in classroom discussions. The Positive Learning Framework is endorsed frequently, therefore further consolidating the school values by developing a weekly behaviour and learning goal. As school captains we have acted as a liaison between both students and staff in order to provide feedback, ideas, and put forth a range of issues which affect the lives of students at school. Throughout the year, we will continue to work with the school administration team and the Boonah State High School P&C committee on how the student code of conduct is operating and present alternative options for consideration. Any student who has questions or issues they would like raised are encouraged to talk to members of the extended leadership team, student council representatives, or school captains directly. Boonah State High School has a culture which encourages participation, a high level of effort, and consequently personal success.

2020 School Captain – Alyssa Parker

School Captain Signature

Date:

2020 School Captain – Jake Kanowski

School Captain Signature

Date:

2020 School Captain – K'broom Vermeer

School Captain Signature

Date:

2020 School Captain – Zoe Lankowski

School Captain Signature

Date:

Data Overview

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

The Parent, Student and Staff satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection tool 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 a selection of families and a sample of the student cohort.

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

There are four different confidential surveys for:

- Parents
- Students
- Staff
- Principals

OneSchool is the Education Queensland state wide school management software that contains information pertaining to your child including; record of contacts, student and staff timetables, achievement and behavioural data. Parents/Caregivers of a student may access information that is located on OneSchool via the QParents app or by contacting the principal of the school and requesting the records. All records will have student and staff names withdrawn in adherence with the privacy policy.

School Opinion Survey (2017 – 2019)

Performance Measure

Percentage of parents/caregivers who agree that:	2017	2018	2019
their child is getting a good education at school (s2016)	88.0%	91.6%	91.7%
this is a good school (s2035)	86.3%	80.6%	86.6%
their child likes being at this school (s2001)	89.3%	90.7%	89.4%
their child feels safe at this school (s2002)	92.0%	91.8%	89.4%
their child's learning needs are met at this school (s2003)	83.8%	85.6%	88.2%
their child is making good progress at this school (s2004)	90.7%	90.7%	94.1%
teachers at this school expect their child to do his or her best (s2005)	95.9%	94.8%	97.6%
teacher at this school provide their child with useful feedback about his or her schoolwork (s2006)	85.3%	90.6%	87.8%
teachers at this school motivate their child to learn (s2007)	77.3%	90.7%	85.5%
teachers at this school treat students fairly (s2008)	73.2%	81.7%	77.1%
they can talk to their child's teachers about their concerns (s2009)	90.3%	93.7%	96.3%
this school works with them to support their child's learning (s2010)	77.8%	89.4%	84.3%
this school takes parents' opinions seriously (s2011)	75.8%	80.7%	67.5%
student behaviour is well managed at this school (s2012)	68.0%	71.0%	67.9%
this school looks for ways to improve (s2013)	85.5%	87.0%	78.2%
this school is well maintained (s2014)	84.7%	91.4%	87.8%

Performance Measure			
Percentage of students who agree [#] that:	2017	2018	2019
They are getting a good education at school (s2048)	93.3%	93.6%	92.1%
They like being at their school* (s2036)	82.5%	85.9%	87.1%
They feel safe at their school* (s2037)	90.0%	89.7%	85.7%
Their teacher motivates them to learn* (s2038)	90.0%	87.3%	75.8%
Their teachers expect them to do their best* (s2039)	94.9%	94.9%	96.8%
Their teachers provide them with useful feedback about their school work* (s2040)	90.0%	89.9%	85.7%
Teachers treat students fairly at their school* (s2041)	78.3%	83.1%	72.6%
They can talk to their teachers about their concerns* (s2042)	72.0%	74.0%	60.3%
Their school takes students' opinions seriously* (s2043)	78.4%	77.6%	62.7%
Student behaviour is well managed at their school* (s2044)	66.7%	67.1%	50.0%
Their school looks for ways to improve* (s2045)	85.7%	88.5%	72.1%
Their school is well maintained* (s2046)	85.7%	80.8%	72.6%
Their school gives them opportunities to do interesting things* (s2047)	88.3%	88.6%	72.6%

Performance Measure			
Percentage of school staff who agree [#] that:	2017	2018	2019
They enjoy working at their school (s2069)	85.5%	93.9%	90.1%
They feel that their school is a safe place in which to work (s2070)	93.4%	98.8%	85.9%
They receive useful feedback about their work at their school (s2071)	70.7%	75.3%	66.2%
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (s2114)	81.8%	74.5%	76.6%
Students are encouraged to do their best at their school (s2072)	84.2%	87.7%	82.6%
Students are treated fairly at their school (s2073)	85.3%	88.6%	82.4%
Students behaviour is well managed at their school (s2074)	65.3%	68.4%	53.6%
Staff are well supported at their school (s2075)	71.1%	76.3%	59.2%
Their school takes staff opinion seriously (s2076)	67.6%	72.5%	45.7%
Their school looks for ways to improve (s2077)	76.3%	86.6%	69.0%
Their school is well maintained (s2078)	84.2%	90.2%	87.1%
Their school gives them opportunities to do interesting things (s2079)	84.2%	81.3%	71.8%

* Nationally agreed student and parent/caregiver items

Agree[#] represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals (and their delegates) 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/cancellation of enrolment 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.

Boonah State High School – School Disciplinary Absence				
Type	2017	2018	2019	2020*
Short Suspensions – 1 - 10 Days	107	103	97	40
Long Suspensions 11 – 20 Days	4	1	4	0
Charge Related Suspensions	0	0	0	0
Exclusions and Cancellation of enrolment	3	5	10	0

Consultation

Boonah State High School developed this Student Code of Conduct in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings, surveys and workshops beginning of Term 2, 2020 and continuing throughout the year. A review of school data sets from 2016-2020 also informed the development process. Consultation of this Student Code of Conduct was conducted in four phases.

The first phase of consultation involved a review of school documentation including the Responsible Behaviour Plan for Students and the Boonah State High School Prospectus. Our school community evaluated a range of data sets including School Opinion Survey, SDA and attendance rates to inform the success of our previous school behaviour plan and areas for development. Key continuing values from the Positive Learning framework were identified.

In the second phase of consultation, the senior leadership team provided feedback on the Student Code of Conduct to improve alignment to school values, vision and improvement agenda. This included responding to the key themes about strengths and areas for development.

In the third phase of consultation, the latest draft was prepared and distributed to all staff for comments and feedback. The staff at Boonah State High School will use the Student Code of conduct to inform members of the school community about expectations, support and consequences.

In the final phase of consultation, the latest draft was prepared and distributed to all members of the school community. Members of this community were asked for feedback before the preparation of the final version which was sent to the P&C for endorsement.

Upon request, this Student Code of Conduct may be translated or provided for translation to support families who have diverse language requirements.

Parent/community information sessions regarding the completed Student Code of Conduct will be conducted each semester of 2021. These information sessions will provide face to face discussion regarding expectations of students, parents/caregivers and school staff in relation to the matters outlined in this document. Further communication of these information sessions will be given at the beginning of the 2021 school year.

The plan was endorsed by the Principal and the President of the P&C.

Learning and Behaviour Statement

All areas of Boonah State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (locally known as Positive Learning).

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school-wide expectations matrix, shared expectations for student behaviour are plain to everyone, assisting Boonah State High School 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 school community has identified the following school values to teach and promote our high standards:

- We are **Respectful**
- We are **Responsible**
- We are **Learners**

Multi-Tiered Systems of Support

Boonah State High School uses a multi-tiered system of support as the foundation for our Positive Learning Framework. This Multi-Tiered System of support is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision making. Based on a problem solving model, Boonah State High School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All Students: (100%)</p> <p>All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, QCAA Senior Syllabus & Positive Learning (PL) expectations. This involves:</p> <ul style="list-style-type: none"> • Teaching behaviours in the setting they will be used. • Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students require them. • Consultation with the school community on their perspectives of school climate, instruction, reinforcement and consequences so improvements can be made on a regular basis.
2	<p>Some Students: (10-15%)</p> <p>Targeted instruction and supports for some students are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Learning expectations. The types of interventions offered at this level will vary according to the needs of the students, but will have certain elements in common:</p> <ul style="list-style-type: none"> • There is a clear connection between the skills taught in the intervention and the school-wide values. • Interventions require little time of classroom teachers and are easy to sustain. • Variations within each intervention are limited. • Interventions are "Evidence-based" and match the students' needs and/or function of behaviour. <p>If school data indicated that more than 10-15% of students require targeted support services, then a review of Tier 1 is needed to address the basic implementation and the quality of instruction.</p>

Few Students: (2-5%)

Individualised instruction and support for a few students (2-5%) who require the most intensive support available to them at a school level. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 & 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- Prevent antecedent situations and/or problem behaviours.
- Teach the student an acceptable replacement behaviour.
- Reinforce the student's use of the replacement behaviour.
- Minimise the pay-off for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough data collection, teaming and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised instruction and support, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Student Wellbeing and Support Network

Teachers at Boonah State High School and the school community play a vital role in supporting the mental health and wellbeing of all students. Boonah State High School provides an environment in which all students can feel safe, supported, included and respected. The wellbeing of students are intricately linked to a positive school culture underpinned by preventative and intervention programs that aim to support students with social, emotional and mental health difficulties. Boonah State High School has a student wellbeing team that include a HOD Student Services, Guidance Officer, Chaplain, School Based Nurse and Youth Support Co-ordinator and Engagement Officer.

The mental health and wellbeing of students are further supported by early intervention programs that include transition programs e.g. Mindstar, programs supporting respectful relationships (Love-bites), friendships (Doughnuts) to mention just a few. The wellbeing team is a key point of contact for supporting students with mental health difficulties or students at risk of harm. Internal referrals are supported by the chaplain, school nurse and guidance officer. The school utilises various online and local support agencies for students with mild to severe mental health issues from time to time or students that require immediate medical intervention. Based on the individual needs of each student, the school may utilise the following external support agencies in collaboration with families and relevant stakeholders:

External Support Systems:

- ➔ Fassifern Community Centre (supporting students with homework, host regular community presentations on mental health topics, autism, drug and alcohol counselling, disability services and training courses)
- ➔ Child Youth Mental Health Services (CYMHS) – (support referral of complex mental health issues)
- ➔ Drug Arm Australia (providing education, prevention and treatment in the areas of alcohol, drugs and mental health – Community Centre)
- ➔ Booyah Respect Program (PCYC) - actively engages young people (aged 15 – 18 years) to build resilience and engagement with education and community and to facilitate their career path.
- ➔ QELi-A Blue Edge Program – actively engaging students at risk and in leadership to support the development and growth of mental health, wellbeing and to facilitate their career path.
- ➔ Triple P Parenting Program – Supported by Education Queensland online or deliver programs helping parents to manage their children's behaviour, how to raise happy, healthy and confident children within a safe environment.
- ➔ DV Alert (Domestic Violence awareness programs presented by Lifeline at the Fassifern Community Centre)
- ➔ Headspace Ipswich – (supporting youth mental health services and provide counselling to young people from 12-25 years. The service covers issues such as relationships, drug and alcohol, mental health, bullying, anxiety and depression.)
- ➔ Family & Child Connect – Regular referrals based on each individual needs supporting families with their children in terms of behaviours, DV etc.
- ➔ Mission Australia – Support families with home visits – referrals from school, doctors, family or community
- ➔ Crew4Youth – support students with mental health disorders, self-harm, eating disorders, disengagement and conduct home visits
- ➔ Local psychologists and social workers at the Boonah Hospital or Medical Centre.

Online Support Services:

- ➔ eHeadSpace
- ➔ eSafety Commissioner
- ➔ Kids Help Line/Chat Line
- ➔ Lifeline – (supporting vulnerable students and families)
- ➔ Beyond Blue
- ➔ Reachout.com
- ➔ Open Doors
- ➔ True
- ➔ QUAC
- ➔ Relationships Australia Queensland

The following are support staff that support to nurture the mental health and wellbeing of students at Boonah State High School. Student wellbeing and support can include one or more of the following people:

Position	Description	Staff Member	Location
Guidance Officer	Provides a counselling service designed to help students meet their personal, academic and social potential. Areas of assistance can include careers advice, personal and educational concerns and mental health issues. The Guidance Officer is available to support students and the parent community. Appointments can be made through the office.	Ms Andrea Schumacher	Administration
Principal & Deputy Principals	Leads all aspects of schooling (academic, wellbeing and behaviour). The Principal and Deputy Principals enact the process of managing and supporting wellbeing through the Student Wellbeing Team.	Mrs Cheryl Bullion (Principal) Ms Kristen Murphy Mr Robert Curtin Mrs Alota Lima	Administration
HOD Student Services	Coordinates the large range of Student Wellbeing programs/activities and supports the Student Wellbeing Team listed below. Leads the Positive Learning framework.	Mr Peter Correlje	A19
Chaplain	Provides social, emotional and spiritual support to students, parents/caregivers and staff. This includes extra-curricular activities, community development, mentoring and role modelling, education support and team work. The Chaplain will refer complex issues onto other professionals and specialists. Appointments with the Chaplain can be made through the office or directly with the Chaplain.	Mr Karl Spross	B13
School Based Youth Health Nurse	Supports individual school communities. This is a confidential service where students, staff and the parent community can discuss general health, smoking, alcohol and drug use, personal and family problems, relationships, puberty, nutrition, exercise and receive referral to external agencies for additional support. Appointments for the School Based Health Nurse can be made through the office or directly with the nurse.	Ms Justine Coulson	B13
Industry Liaison Officer/Youth Support Coordinator	Works with senior students to source alternative pathways such as TAFE, School Based Apprenticeship and Traineeships. Liaises with students at risk of disengaging from education.	Ms Kelly Skews	Administration
Attendance Officer	Tracks and reports on student's attendance. Works closely with staff to ensure student attendance meets the requirements of Compulsory Attendance and Compulsory Phase of Education.	Ms Nikki Casey/Ms Julie Hancock	Administration
Year Level Coordinators	Work with students to assist with any issues that arise and can refer the student or parent onto the appropriate person. Year Level Coordinators also issue uniform cards and liaise with parents and staff to support students.	Multiple positions	Multiple Locations

Heads of Department (HODs)	Oversee and consult with staff and students on all matters related to school curriculum and assessment.	Ms Amanda Mathewson (Mathematics) Ms Cassandra Harradine (Creative & Practical Arts) Mr Adam Sinclair (Humanities) Mr Jason Smith & Mr Aidan Richters (Science & I.T.) Mr Jai Yong Gee (Health & Physical Education) Ms Lynette Colley (English)	MMC HOD Staffroom MMC HOD Staffroom MMC HOD Staffroom HPE Staffroom MMC HOD Staffroom
Head of Inclusion	Coordinates support services for students with disabilities and diverse learning needs.	Ms Erin Kerr	A19

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Boonah State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school values. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



SCHOOL-WIDE EXPECTATIONS MATRIX

This Expectations Matrix is the school-wide approach to the behaviours expected at Boonah State High School. This was collaboratively developed through a consultative process. These behaviours are explicitly taught at Boonah State High School.



At Boonah State High School, we are:			
	RESPECTFUL	RESPONSIBLE	LEARNERS
All Areas	<ul style="list-style-type: none"> ✓ Follow all staff directions ✓ Use school and personal property for its intended purpose ✓ Use appropriate language and manners ✓ Keep hands/feet/objects to self ✓ Accept individual differences ✓ Be considerate of other's right to privacy 	<ul style="list-style-type: none"> ✓ Be where you should be ✓ Wear the uniform correctly ✓ Report unsafe equipment and vandalism ✓ Own your choices and actions ✓ Be an Up-stander ✓ Follow school procedures ✓ Be safe ✓ Practise good hygiene ✓ Wear hat when required 	<ul style="list-style-type: none"> ✓ Attend every lesson ✓ Manage your time effectively ✓ Do your best ✓ Set SMART goals and celebrate success ✓ Ask for help ✓ Follow the school assessment policy
Class Time (e.g. At classroom/ learning setting, usually in form, period 1, etc.)	<ul style="list-style-type: none"> ✓ Remove hats/hoodies when inside ✓ Follow entry and exit routines ✓ Allow others to learn and teachers to teach ✓ Follow classroom expectations 	<ul style="list-style-type: none"> ✓ Line up for class ✓ Care for the classroom environment ✓ Arrive with the 5 (pencil case including pens, planner, laptop and charger, water bottle, books) 	<ul style="list-style-type: none"> ✓ Complete all class work and assessment ✓ Actively listen to others ✓ Review your progress and refocus your goals
Transition (e.g. any time students are moving around the school)	<ul style="list-style-type: none"> ✓ Use available pathways ✓ Stay to the left on pathways and stairs ✓ Move calmly around school ✓ Move away from bag racks after collecting equipment/lunch 	<ul style="list-style-type: none"> ✓ Be on time for class ✓ Leave bags and equipment in designated areas ✓ Exit school, or move to bus parade, promptly at the end of the day ✓ Follow out of class and bathroom procedures (carrying your planner) ✓ Collect equipment for class before school and at break time 	<ul style="list-style-type: none"> ✓ Return to class promptly ✓ Be mindful of other classes
Break Time (e.g. Playground, Tuckshop)	<ul style="list-style-type: none"> ✓ Place rubbish in bins ✓ Walk on pathways 	<ul style="list-style-type: none"> ✓ Participate in school approved games/activities ✓ Follow tuckshop rules ✓ Fill water bottle ✓ Utilise bathroom 	<ul style="list-style-type: none"> ✓ Fuel your brain
Off Campus (e.g. Excursions, off school grounds before and after school)	<ul style="list-style-type: none"> ✓ Show consideration through courtesy and manners ✓ Respect private and public property 	<ul style="list-style-type: none"> ✓ Follow all traffic laws ✓ Represent the school positively (including uniform) ✓ Contribute positively to our community 	<ul style="list-style-type: none"> ✓ Complete homework tasks and assignments by due date
Technology (e.g. use in class time, use in break time)	<ul style="list-style-type: none"> ✓ Film/photograph others only with approval from staff ✓ Be courteous and polite in all online communication ✓ Only touch/use your own/assigned devices 	<ul style="list-style-type: none"> ✓ Keep your password and login to yourself ✓ Use approved online sites ✓ Report cyber bullying ✓ Be cyber-safe 	<ul style="list-style-type: none"> ✓ Follow school's "Use of mobile phones and other devices by students" policy ✓ Place phone in technology box ✓ Charge devices at home

D:\pracord\My Documents\2021\HOD Student Services\Positive Learning\Schoolwide Procedure Documents\Schoolwide Expectations Matrix\2021 Schoolwide Expectations Matrix Draft 2.docx

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

- Reinforcement of school values at School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Targeted teaching of expected behaviours across the school wide community;
- Modelling by all school community members;
- Promotion across various media including the school planner, classroom posters, Facebook, the school website and newsletters;
- School camps at certain year levels with specific focus on leadership skills, teamwork, and personal development that is aligned with and reflective of Boonah State High School's values.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- Induction programs in Boonah State High School's Student Code of Conduct delivered to new students as well as new and relief staff;
- The availability of individual support profiles 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;
- Fostering the development of engaging and relevant curriculum;
- Completing Risk Assessments for all relevant activities.

Specific policies have been developed to address:

- Anti-Bullying
- Acceptable Use of School Digital Resources
- Acceptable Use of Personal Digital Resources

These are available in the School Prospectus and updated annually

Reinforcing expected school behaviour

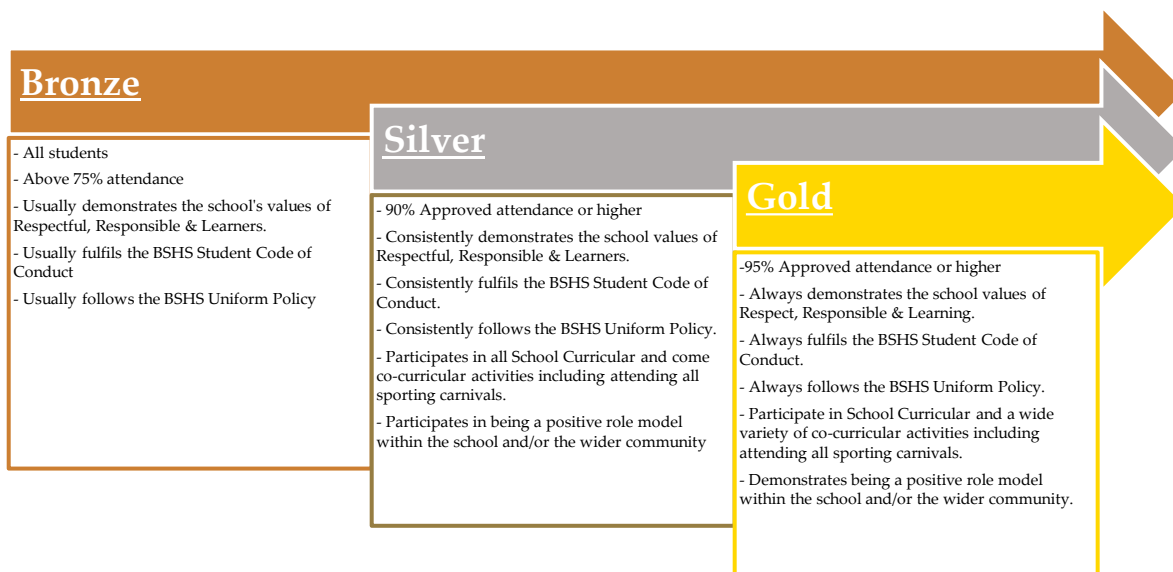
At Boonah State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system of Engagement Levels has been developed. This system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and feedback and allow students to take ownerships of their behaviour.

Specific programs at Boonah State High School that recognise positive student contributions include:

- Gotcha Awards for Year 7 students;
- Free and Frequent rewards (Vivo);
- Behaviour and Effort Excellence Awards;
- Positive Engagement levels;
- Reward trips for students with Gold or Silver Engagement Levels throughout the year;
- Student leadership positions in both the Junior and Senior school.

Engagement levels

Boonah State High School has adopted a system of engagement levels in order to encourage and recognise positive school contributions from students. Students will be applied to the Gold, Silver or Bronze Levels based on the criteria listed below. Students achieving Gold or Silver level are awarded with a certificate and the relevant star badge on whole school assemblies. A letter is also sent to parents to communicate and congratulate them on their student's success. These levels are reviewed every 6 months.



The following tables display the attributes required by students on these levels:

Positive School Behaviour Indicators:

BRONZE LEVEL INDICATORS	SILVER INDICATORS	GOLD INDICATORS
<ul style="list-style-type: none"> <input type="checkbox"/> All students <input type="checkbox"/> Above 75% attendance <input type="checkbox"/> Usually demonstrates the school's values of Respect, Responsible & Learners. <input type="checkbox"/> Usually fulfils the BSHS Student Code of Conduct <input type="checkbox"/> Usually Fulfils the BSHS Uniform Policy 	<ul style="list-style-type: none"> <input type="checkbox"/> 90% Approved attendance or higher <input type="checkbox"/> Consistently demonstrates the school values of Respect, Responsible & Learners <input type="checkbox"/> Consistently fulfils the BSHS Student Code of Conduct <input type="checkbox"/> Consistently follows the BSHS Uniform Policy <input type="checkbox"/> Participates in all School Curricular and some co-curricular activities including attendance at all Sporting Carnivals <input type="checkbox"/> Participates in being a positive role model within the school and/or wider community 	<ul style="list-style-type: none"> <input type="checkbox"/> 95% Approved attendance or higher <input type="checkbox"/> Always demonstrates the school values of Respect, Responsible & Learners <input type="checkbox"/> Always fulfils the BSHS Student Code of Conduct <input type="checkbox"/> Always follows the BSHS Uniform Policy <input type="checkbox"/> Participates in all School Curricular and a wide variety of co-curricular activities including attendance at all Sporting Carnivals <input type="checkbox"/> Demonstrates being a positive role model within the school and/or the wider community

Consideration of Individual Circumstances

Staff at Boonah State High School take into account student's 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 disciplinary consequences.

Boonah State High School considers the individual circumstances of students when applying support and consequences by:

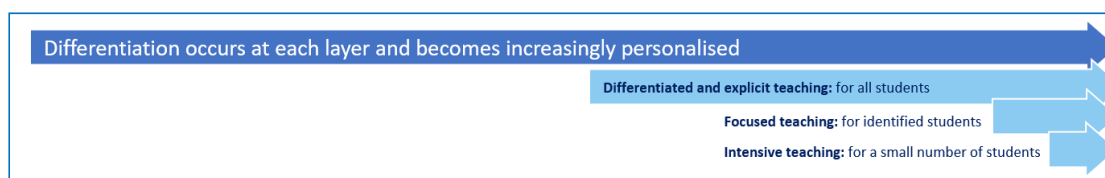
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair and equitable consequences for infringement of the student code of conduct ranging from the least intrusive to the most intrusive
- recognising and taking into account students' age, gender, disability, cultural background and socioeconomic situation
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

Differentiated and Explicit Teaching

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

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

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



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

Focused Teaching

In any school or classroom, approximately 15% of all students may require Tier 2 levels of support to meet the behavioural expectations, even after being provided with the quality differentiated and explicit teaching and learning of Tier 1. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Restorative practices are an important part of the process for Tier 2 in order to maintain productive and positive relationships in order to continue learning. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Boonah State High School to provide focused teaching. Focused teaching is aligned to the School-wide Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Boonah State High School has a range of student support network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Booyah Respect Program
- QELi-A Blue Edge Program
- Functional Behaviour Assessment

For more information about these programs, please speak with the Head of Student Services.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2 - 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 skills and knowledge to meet the behavioural expectations outlined by the school community.

Some of the students in the 2-5% may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more significant period of time. Decisions about the approach will be made based on data collected from there, and following consultation with the student's family/community network.

For a small number of students who continue to display complex and challenging behaviours, then individualised, function-based behaviour assessment and support plans 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 and families who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student on a regular basis, reviewing data, goals and engagement in learning.

Legislative Delegations

Legislation

In this section of the Boonah State High School Student Code of Conduct are links to legislation which influences form and content of Queensland State High School disciplinary procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Tobacco and Other Smoking Products Act 1998 \(QLD\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

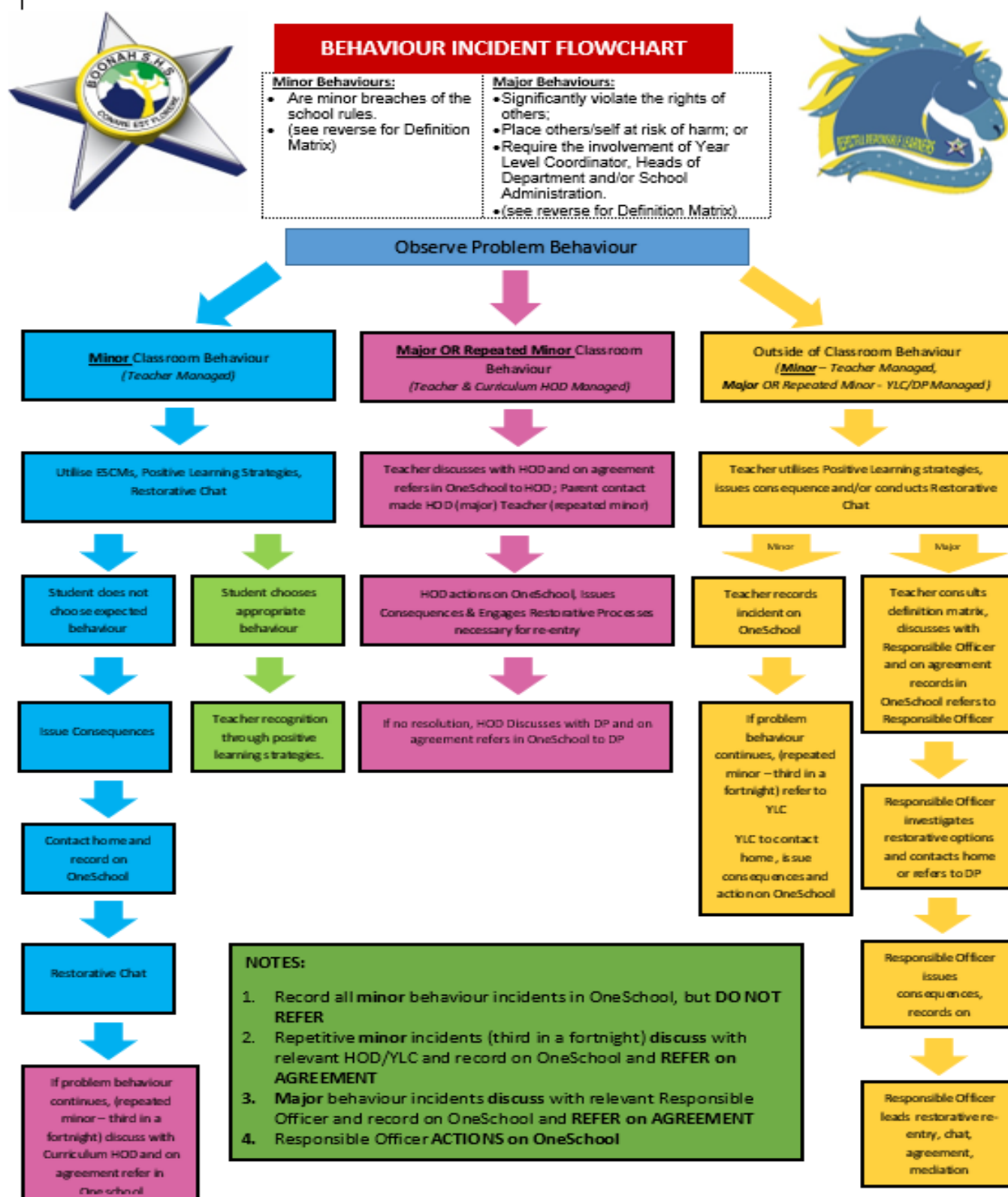
Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

Disciplinary Consequences

At Boonah State High School, students and staff employ the traffic light system to deal with Classroom Behaviour. Copies of this are available in all classrooms as well as the Student Planner.



Boonah State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All Major behaviours and associated contact is required to be entered into One School and referred to the appropriate staff member.

Minor and Major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to Year Level Coordinators, HODS and/or School Administration.

Minor behaviours are those that:

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

Major behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm; and
- requires the involvement of Year Level Coordinator, Heads of Department and/or School Administration.

Major behaviours result in an immediate referral to Heads of Department and/or Administration because of their seriousness. When major problem behaviour occurs, staff members must complete a behaviour incident on OneSchool and refer the incident to the appropriate Year Level Coordinator, Head of Department and/or School Administration for action or information.

Ensuring consistent responses to problem behaviour

At Boonah State High School, staff members who issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through this and the multi-tiered system of support, we work to ensure consistent responses to problem behaviour across the school. **Students on Tier III level of support are not eligible to attend organised school activities including sporting teams, social events, camps and excursions. Students on Tier II level of support will need a dispensation from the Principal.**

The following tables display the behaviours that may result in disciplinary consequences:

	Behaviour Category	Possible Behaviours
1	Bullying Harassment	<ul style="list-style-type: none"> → Ongoing verbal, online or physical abuse → Racial/Sexual/Gender slurs & comments → Repeated name calling → Deliberate social exclusion
2	Defiant/threats to Adults	<ul style="list-style-type: none"> → Not following instructions/directions → Threatening behaviours/language directed at staff or community members
3	Disruptive	<ul style="list-style-type: none"> → Talking back → Calling out → Distracting others → Whispering → Laughing → Rudeness → Ignoring → Swearing out loud
4	Dress code	<ul style="list-style-type: none"> → Uniform infringements
5	IT Misconduct	<ul style="list-style-type: none"> → Inappropriate use of devices (phone/ laptop/ etc.) → Inappropriate use of school devices (computers/ iPads/ etc.) → Speaker misuse
6	Late	<ul style="list-style-type: none"> → Unauthorised late to school → Late to class without note or slip
7	Lying/Cheating	<ul style="list-style-type: none"> → Cheating on exam or assignment → Plagiarism → Deliberately telling mis-truths to staff.
8	Misconduct Involving Object	<ul style="list-style-type: none"> → Throwing food/objects

9	Non-compliant with routine	→ Poor lining up behaviour → Failure to bring equipment (book, pen, laptop, student planner) → Work avoidance → Non-completion of homework or assessment → Disengagement → Late completion/submission of assessment → Non completion/submission of assessment
10	Other conduct prejudicial to the good order and management of the school	→ Physical or verbally threatening behaviours which require significant intervention by HOD's or School Administration.
11	Physical Misconduct	→ Wrestling → Punching, shoving, hitting, kicking, biting, spiting, sack-whacking
12	Possesses Prohibited Items	→ Possesses items that could be used to harm others → Possesses items that could be used to vandalise or destroy property
13	Prohibited Items	→ Any item that could be used to harm others → Any item that could be used to vandalise or destroy property
14	Property Misconduct	→ Taking others students'/teachers' property → Looking in other students' bags → Theft of school, student or teacher property
15	Refusal to participate in a program of instruction	→ Refusal (participate, speak, etc.). → Ignoring of instruction from staff member. → Failure to follow the Schoolwide Behaviour Expectations Matrix.
16	Substance misconduct involving illicit substance	→ Possessing and/or using drugs or alcohol on school grounds
17	Substance misconduct involving tobacco and other legal substances	→ Possessing and/or using tobacco (cigarettes, vaping, etc).
18	Third minor referral	→ Third referral for minor behaviours
19	Truant/skip class	→ Failure to follow buddy procedure → Not attending class without reason → Deliberately leaving school grounds
20	Verbal Misconduct	→ Swearing directly at a staff or community members → Name calling → Arguments/disagreements
21	Other	N/A

Any of the possible consequences below could be applied to the possible behaviours listed in the table above. Boonah State High School analyses applies consequences when taking into account the factors outline in the Consideration of Individual Circumstances Section.

Possible Consequences	
Universal (All Students)	
✓	Targeted use of Free & Frequent Rewards
✓	Pre-correction (e.g. "Remember, walk quietly to your seat as we enter the classroom)
✓	Non-verbal & visual cues (e.g. Posters and hand gestures)
✓	Expectations clearly defined at the beginning of lesson/activity
✓	Whole class practicing routines
✓	Ratio of seven positive to one negative commentary or feedback to class
✓	Corrective feedback (e.g. "Raise your hand if you have a question")
✓	Value reminders (e.g. "A learner at Boonah State High School is someone who is prepared)
✓	Explicit behavioural instructions (e.g. "Pick up your pen")
✓	Proximity control
✓	Tactical ignoring of inappropriate behaviour (not student)
✓	Revision of seating plan/arrangement of learning environment
✓	Individual positive reinforcement for appropriate behaviour (e.g. Free & Frequent stamps)
✓	Individual and class incentives
✓	Reminders of incentives/goals
✓	Redirection to the learning
✓	Low voice and tone for individual instructions
✓	Give appropriate 'take-up' time for student/s to process instruction/s

- ✓ Reduce verbal instructions to minimum
- ✓ Chunking of tasks into smaller, more easily managed sections
- ✓ Where possible, provide positive choice of task order (e.g. "Which one would you like to start with?")
- ✓ Prompt student to take a break/time away from/in class
- ✓ Brain breaks in class to promote engaged learning time
- ✓ Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what the next step is, who can help me?")
- ✓ Provide examples and non-examples of expected behaviour
- ✓ Private discussion with student about values and expected behaviour
- ✓ Warning of more serious consequences
- ✓ Detention to make up learning missed (with classroom teacher)
- ✓ Removal from the learning environment (e.g. sent to buddy class)
- ✓ Restorative chat to rebuild learning relationship (student & teacher or student & student)

Focussed (10-15% of Students)

Class teacher is supported by Head of Department for curriculum area and Year Level Coordinator to address in class problem behaviour. This may include:

- ✓ Functional Behaviour Assessment
- ✓ Individual student behaviour support strategies (Behaviour Support Plan – BSP)
- ✓ Targeted skills teaching in small groups
- ✓ Positive incentives
- ✓ Detention to make up learning missed (with classroom teacher, Year Level Coordinator or Head of Department)
- ✓ Restorative Agreement
- ✓ Behaviour Contract
- ✓ Counselling and guidance support
- ✓ Restorative Mediation
- ✓ Behaviour monitoring card
- ✓ Check-in/Check-out strategy
- ✓ Teacher coaching and debriefing
- ✓ Referral to Student Support Team for problem solving
- ✓ Stakeholder meeting with parents and/or external agencies

Intensive (2-5% of Students)

Boonah State High School Administration work in consultation with the Student Support team to address persistent or ongoing serious problem behaviour. This may include:

- ✓ Functional Behaviour Assessment based individualised support plan (Individualised Behaviour Support Plan – IBSP, Personalised Learning Plan – PLP)
- ✓ Complex case management
- ✓ Stakeholder meeting with parents and external agencies including regional specialists
- ✓ Temporary removal of student property
- ✓ Short term suspension – 1-10 school days
- ✓ Long term suspension – 11-20 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 refuses to participate in the educational program provided at the school.

School Disciplinary Absence

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

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

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

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short, taking less than 20 minutes, and kept small with only the key stakeholders for the student involved in the meeting. Restorative process may occur after the re-entry meeting where required.

A record of the meeting is saved in OneSchool as a Support & Intervention follow-up with attached contact, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Identify restorative practices required following this re-entry
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

In this section of the Student Code of Conduct, copies of school policies and procedures to maintain a safe and supportive learning environment at Boonah State High School. The following are key policies and procedures identified by the school:

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

Additional policies can be found on the Boonah State High School website and in the related policy and procedure guidelines in this document.

Temporary removal of student property by school staff

Boonah State High School is committed to providing a safe and supportive learning environment. On occasion, there may be a requirement for student property to be temporarily removed for the wellbeing and safety of all members of the school community. In this section of the Student Code of Conduct, there are specific information regarding the temporary removal of student property. 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 will 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 Boonah State High School and will be temporarily removed if found in a student's possession:

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

** No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.*

*** 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 Boonah State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;

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

Parents of students at Boonah 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 Boonah 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 Boonah 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 Boonah 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 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

*** Personal Technology Devices include, but are not limited to smart watches, laptop computers, tablet computers, cameras and voice recording devices, mobile phones, iPods/iPads and devices of a similar nature.*

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. This policy recognises that there is legitimate use of personal technology devices in a classroom when they are used, under the direction of a teacher, to assist with and extend student learning. *We are Respectful, We are Responsible, We are Learners.*

This school has a BYO Laptop program for students to complete their subject requirements. All personal technology devices (BYO laptop and others) must be used in accordance with school policy. The school discourages students from bringing other valuable items to school and students who bring these devices to school do so on the understanding that they take full responsibility for the security of their device.

When students bring other valuable personal technology devices (mobile phones and similar) to school there may be a risk of damage or theft. The school cannot guarantee the safety of these items and suggest that student's keep them on their person at all times.

Device Etiquette

Devices must be placed in the technology box during classes and turned off and out of sight during assemblies unless they are used during a lesson, under the direction of a staff member. Devices may be used at break time, before and after school, provided their use is in keeping with the requirements of the Student Code of Conduct.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth.) and the *Criminal Code Act 1899* (QLD) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunication services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Boonah State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Boonah State High School expects its students to engage in positive online behaviours.

Boonah State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. Such an incident will be a matter for parents/caregivers and/or police to resolve.

If inappropriate online behaviour impacts on the good order and management of Boonah State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Recording and disseminating voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Boonah State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination to others, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and may be in breach of the Criminal Code.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Breach of this policy will may subject to discipline including suspension or exclusion.

Students should note that recoding or dissemination of images that are considered indecent (such as nudity or sexual acts including children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying or harassment or even stalking. The sender will be subject to discipline and possible referral to the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Reporting Inappropriate Use

Refer incidents of inappropriate use via STYMIE

Consequences of Inappropriate Use

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. Students will be directed to place the item in the **Technology Box** that is situated in each classroom. The device will be made available for collection at the end of the lesson unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/caregiver.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents/caregivers will be advised to contact Queensland Police Service directly.

In Summary:

- Personal Technology Devices including mobile phones remain the responsibility of the student.
- All devices must be placed in the technology box during class time unless directed for learning use by a staff member.
- Students in breach of this policy with their mobile phone or similar
 - 1st Offence – student will be directed to place their personal technology device in the Personal Technology Box located in the class room. Students can collect their item at the conclusion of the lesson.
 - 2nd Offence – student will be directed to place their device in the Personal Technology Box in the administration office and will be issued with a receipt from ID Attend. The device may be collected by the student at the end of the day. Classroom teacher will contact home and enter on Oneschool.
 - 3rd Offence – student will be directed to place their device in the Personal Technology Box in the administration office and will be issued with a receipt from ID Attend. The device will need to be collected by a Parent/Caregiver.

Preventing and responding to bullying

Boonah State High School strives to create positive, predictable environments for all students at all times of the day. The supportive learning environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- improving 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 at Boonah State High School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Boonah State High School include but not limited to 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
- appearance or health conditions
- sexist or sexual language
- children acting as carers
- children in care
- disability
- sexual & gender orientation

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 Boonah State High School are part of our Positive Learning framework. 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:

Addressing 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, our Positive Learning (PBL) practices will be maintained at all times. This will ensure that:

- All students know the school values 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 non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Boonah State High School records behaviour on One School and uses behavioural data for decision-making.

STYMIE

Helping You to Say Something about Bullying and Harm at Boonah SHS

Stymie.com.au encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm at Boonah SHS. You can also make notifications about illegal activity and any other kind of harm to your school community. The notifications can include evidence such as screen shots of social media conversations or messages and are automatically forwarded to the appropriate staff member. The first confidential conversation we have, will be with the student who is experiencing harm - they will know they are not alone.

Boonah SHS is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.

HOW DO I MAKE A NOTIFICATION?

1. Go to stymie.com.au
2. Make a very detailed notification, with at least 3 sentences of information in the 'what happened' box.
3. Click 'send'.

Bullying response flowchart for teachers

Please note these timelines 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 will be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Form teacher, Year Level Coordinator

Stymie – stymie.com.au

Head of Department Student Services – Peter Correlje, 07 5460 6111

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

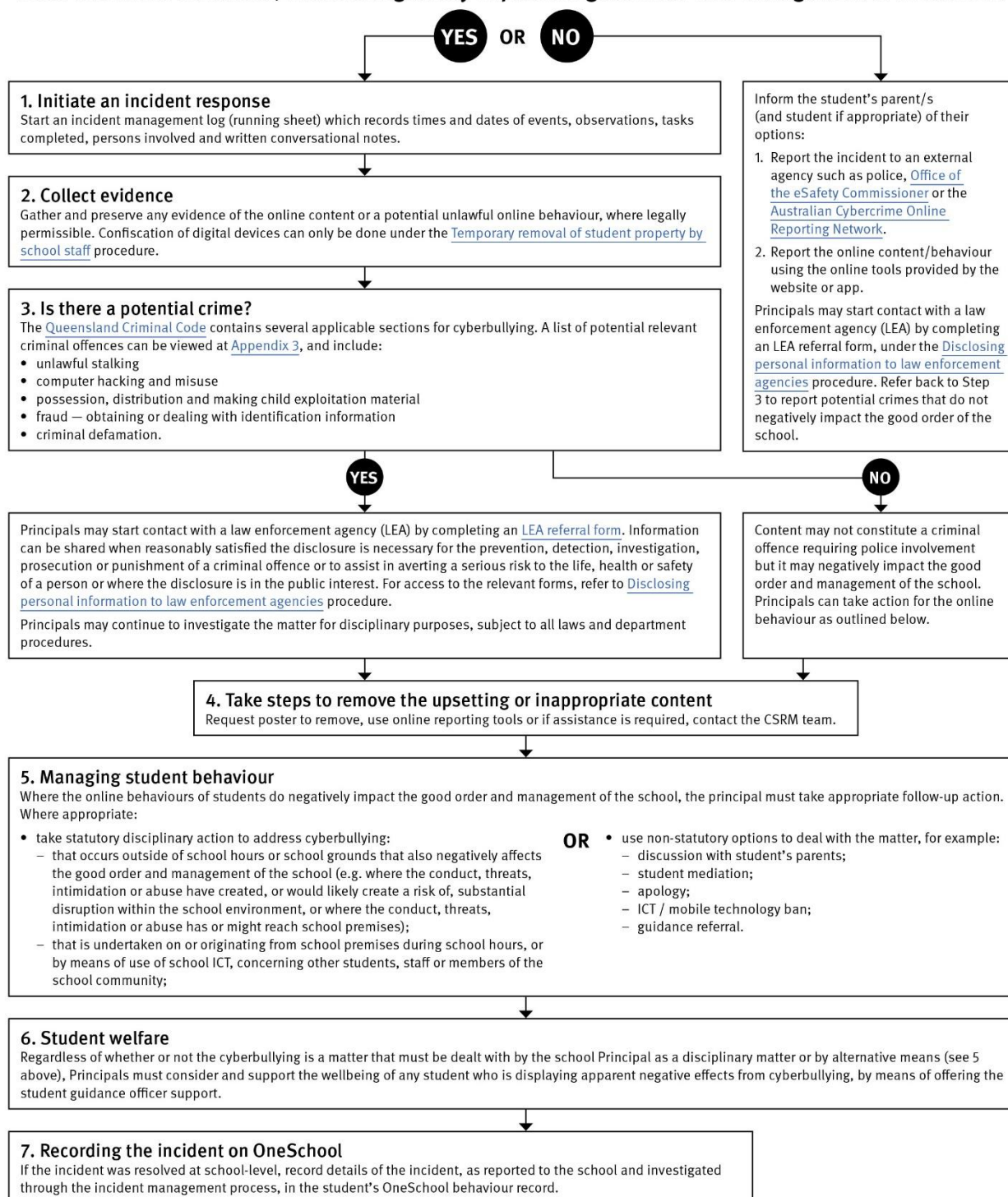
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?**



Restrictive Practices

School staff at Boonah 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. This focussed review will involve parents/guardians of the student/s involved to identify future measures to reduce the risk to the students themselves or others.

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Boonah State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Related Procedures and Guidelines

The following procedures and guidelines are used by school staff to inform decisions and actions around matters associated with students wellbeing, behaviour and learning:

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

Resources

This section of the student code of conduct outlines some links to school, government and support services that staff, students and parents can access in the area of behaviour, wellbeing and engagement.

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

Conclusion

Boonah State High School is committed to providing a safe & supportive learning environment where students can be respectful, responsible learners. Information outlined in this Student Code of Conduct is in place to ensure all students, parents, staff & members of the school community feel safe and welcome.

However, there may be instances where parents need to raise a concern or make a complaint about an issue that is adversely impacting the education of their child.

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

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- discuss changes to circumstances around the incident and/or if assistance is no longer required.

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, Year Level Coordinator, Head of Department, Deputy Principal or Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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