



BELLEVUE PARK STATE SCHOOL
INDEPENDENT PUBLIC SCHOOL



Student Code of Conduct

2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

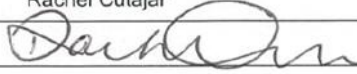
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Endorsement

Principal Name: Rachel Cutajar

Principal Signature:



Date:

7-12-2020

School Council Chair Name: Murray Blunden

School Council Chair
Signature:



Date:

7th Dec 2020.

P&C President Name: Mark Sala

P&C President Signature:



Date:

4-12-2020.

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Purpose

Bellevue Park State School is committed to providing a safe, respectful, considerate and disciplined learning environment for all students, staff, parents and visitors.

Bellevue Park State Schools Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, and all students are able to experience success promoting a safe working and learning environment for all.

Principal's Foreword

Bellevue Park State School is committed to providing a **safe, respectful, considerate** and disciplined **learning** environment for students and staff. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Bellevue Park State School has four school expectations.

Be Respectful	Be respectful to our self and others.
Be Considerate	Consider how your actions affect others around you.
Be Safe	Keep our hands, feet and objects to ourselves.
Be A Learner	Follow the 5L's of listening whilst following teacher instructions the first time, every time.

This common language is embedded in all aspects of school life to ensure the learning behaviours and expectations are consistent across the school. This language assists staff to consistently and appropriately respond to behaviour choices of students from Prep to Year 6.

Bellevue Park State School staff take an educative approach to discipline, believing behaviour can be taught and mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in the creation Bellevue Park State Schools' Student Code of Conduct. It provides a clear explanation of what we expect from students and support we offer in assisting students to meet those expectations.

As a community, this document evidences the standards, values and expectations of all students of Bellevue Park State School.

P&C and School Council Statement of Support

As president of the Bellevue Park State Schools P&C Committee, I am proud to support the new Student Code of Conduct. As parents we play a critical role ensuring all the students of the school meet the community established expectations.

We encourage all parents to familiarise themselves with the Bellevue Park State Schools Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

We particularly commend the school with regard to its preventative approach to bullying as we know it can have particularly devastating impacts on our young people. It is important that every parent and child of Bellevue Park State 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 37 provides an excellent starting point to understand how to assist the school about these concerns.

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, learning needs.

Review Statement

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

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- Principals.

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

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	97%	99%	97%
this is a good school (S2035)	98%	99%	97%
their child likes being at this school* (S2001)	97%	98%	97%
their child feels safe at this school* (S2002)	97%	99%	97%
their child's learning needs are being met at this school* (S2003)	97%	97%	95%
their child is making good progress at this school* (S2004)	97%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	93%
teachers at this school motivate their child to learn* (S2007)	95%	96%	96%
teachers at this school treat students fairly* (S2008)	91%	96%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	97%
this school works with them to support their child's learning* (S2010)	96%	97%	94%
this school takes parents' opinions seriously* (S2011)	91%	91%	89%
student behaviour is well managed at this school* (S2012)	97%	97%	94%
this school looks for ways to improve* (S2013)	95%	97%	94%
this school is well maintained* (S2014)	91%	96%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	99%	96%	100%
they like being at their school* (S2036)	96%	94%	99%
they feel safe at their school* (S2037)	98%	94%	96%
their teachers motivate them to learn* (S2038)	99%	97%	97%
their teachers expect them to do their best* (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	97%
teachers treat students fairly at their school* (S2041)	96%	89%	88%
they can talk to their teachers about their concerns* (S2042)	93%	91%	87%
their school takes students' opinions seriously* (S2043)	94%	89%	91%
student behaviour is well managed at their school* (S2044)	95%	91%	90%
their school looks for ways to improve* (S2045)	99%	99%	96%
their school is well maintained* (S2046)	96%	88%	89%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2017	2018	2019
they enjoy working at their school (S2069)	98%	96%	98%
they feel that their school is a safe place in which to work (S2070)	95%	96%	100%
they receive useful feedback about their work at their school (S2071)	84%	91%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	87%	87%	96%
their school takes staff opinions seriously (S2076)	85%	85%	96%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	96%	96%	94%
their school gives them opportunities to do interesting things (S2079)	94%	87%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

BELLEVUE PARK STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	28	31	46
Long Suspensions – 11 to 20 days	1	2	1
Charge related Suspensions	0	0	0
Exclusions	1	0	0

Learning and Behaviour Statement

Multi-Tiered Systems of Support

Bellevue Park State School uses a multi-tiered system of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • 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 need them; • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made; • explicit teaching of the High 5 strategy; • teaching social and emotional programs (You Can Do It); • differentiation of academic and social curriculum as required; • opportunities for positive reinforcement across different contexts e.g. Gotchas, Principal Awards, Gold Zones, attendance awards, individual class incentives.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 support builds 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 Behaviour for Learning (PBL) expectations.</p> <p>Targeted behaviour support strategies are developed to cater for the assessed needs of an individual child and may include supplementary behaviour related lessons, support provisions (e.g. social skills program), and/or a Personalised Learning Plan (PLP).</p>

	<p>Targeted support may also include:</p> <ul style="list-style-type: none"> • engagement of the Student Support Services Team or team member; • development of a support and/or monitoring strategy; • opportunities for student self-reflection; • and/or stakeholder meetings. <p>The type of intervention will vary according to each individual, but, all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations; • interventions require little time of classroom teachers and are easy to sustain; • interventions are matched to the student's need. <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) 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 process for 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.</p> <p>Intensive support strategies are predominately individualised and may include:</p> <ul style="list-style-type: none"> • engagement of the Student Support Services Team or team member to inform support planning and/or further student assessment; • development of an Individual Behaviour Plan or Discipline Improvement Plan; • implementation of a support and/or monitoring strategy; • opportunities for student self-reflection; • stakeholder meeting/s including parent/s/carer/s and outside agencies; • the school seeking further information via recommendation to parent/carer to consult with a health professional/s about their child;

- consultation with other agencies and/or non-departmental support professionals with parent/carer consent;
- modified school routines (e.g. flexible arrangements; varied break time routines, adjusted supervision provision) and/or
- access to alternate education programs;
- development of Risk Management plans.

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

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

Bellevue Park State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer or Head of Positive Education if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on student academic and social outcomes. As part of the whole school's curriculum at Bellevue Park State School, we provide age-appropriate lessons which are developed from a research-based framework called “You Can Do It”. This program assists students by boosting success, improving relationships, reducing stress and promoting optimal levels of wellbeing.

School, Sport or Performing Arts Captains – Students at the end of year 5 nominate themselves to be a Captain within the school for the following year. Nominated students must fill in an application form, complete a 30 second video detailing why they would make an exceptional leader at BPSS and then participate in an interview process. Students and teachers may vote after watching the video for a school captain only. Captains run assemblies, represent the school and overall set a high expectation of the school expectations.

Student Council – Students from year 1 to 6 are given opportunities to experience leadership. The Student Council plays an important role in organising activities where student wellbeing is at the forefront. Students are elected by their class peers to address issues of concern and organise student events and activities.

Peer Support Leaders – Peer Support Leaders provided a positive and proactive approach to support social learning at Bellevue Park State School. Senior students in years 4 - 6 are invited to volunteer or may be nominated by a staff member to participate. During lunch breaks Peer Support Leaders may organise games for their allocated students across Prep to year 3, support students in Connect, support students in building respectful friendships and/or support students in the Peer mentoring “Buddy” program.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school or for specific students. Bellevue Park State School believes external organisations and expertise completes the schools health and wellbeing focus. Organisations may include but are not limited to:

Bravehearts Ditto Keep Safe Adventure Show

Bellevue Park State School invites the Ditto's Keep Safe Adventure Show annually and it effectively teaches children in a non-confronting way about personal safety strategies and skills to stay safe in a range of situations from sexual assault to bullying.

Specialised health needs

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

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

Medications

Bellevue Park State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, BPSS can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

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

Suicide prevention

Bellevue Park State School staff who notice suicide warning signs in a student seek help immediately from the school Guidance Officer, Head of Positive Education or Principal.

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

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

Staff also receive annual training in the NIPR model.

- Notice
- Enquire
- Respond

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Bellevue Park State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Services

Bellevue Park State School is proud to have a Student Support Services Team in place to assist the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a Guidance Officer, Deputy Principal, Head of Inclusion, Head of Positive Education and support teachers whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any staff member at Bellevue Park State School to seek assistance or advice. If they are unable to assist, they will ensure the student is connected to the appropriate representative of the Student Support Services team.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

The development of Bellevue Park State Schools Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. Every student and family who enrol at Bellevue Park State School participate in an individualised enrolment interview which details all aspects of the PBL approach as well as support strategies used such as the High 5. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success, is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the class teacher, Head of Positive Education, the Deputy Principal or the Principal.

PBL Expectations



Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, to, **Be Respectful, Be Safe, Be Considerate** and **Be a Learner**.

Students

Below are examples of what these PBL expectations look like for students across the school. These expectations are taught explicitly in the classroom setting across the school year to maintain high standards of positive behaviour for learning.



I am Respectful

- Use manners, appropriate language and appropriate tone;
- Respect yours and others' learning needs;
- Respect other's privacy and needs to learn successfully;
- Wear the Bellevue uniform correctly with pride;
- Communicate truthfully and honestly;
- Follow directions without hesitation;
- Play by agreed rules;
- Communicate and interact positively and politely in digital spaces within and beyond school hours;
- Accept and follow through with consequences for own behaviour choices;
- Respect other's rights, needs and privacy;
- Use learning, play and sporting equipment of school, self and others, with respect;
- Sit in designated eating areas using appropriate manners, clearing rubbish before you leave;
- Help maintain pride in Bellevue Park grounds;
- Respect people, equipment and environment during excursions, sporting events and camps;
- Keep self and property free of graffiti.



I am Safe

- Keep hands, feet and body to self;
- Use the High 5 for non-violent conflict resolution;
- Be Cybersafe and iPad smart (no photography, filming);
- Engage in good personal hygiene practices;

- Stay in the boundaries of supervised year level areas (right place, right time) and ask permission to exit/enter an area;
- Use classroom, play and sporting equipment and furniture as it is intended;
- Move through the school with an assigned 'buddy';
- Wear appropriate uniform for safety (closed shoes, sun-safe shirt, hat);
- Walk throughout all areas of the school (sporting ovals are the only exception);
- Walk bikes, scooters etc., through the school grounds and store appropriately;
- Follow road safety rules on the way to and from school;
- Follow safety procedures provided for incursions, excursions, sporting events and camps;
- Stay away from and be aware of strangers.



I am Considerate

- Be an up-stander and a bucket-filler.
- Be a 'good sport' regardless of outcome.
- Consider whether your actions or words may offend other's values, beliefs and opinions.
- Demonstrate acts of kindness.
- Consider the responsibilities of others in their role and how you can help not hinder.
- Show compassion, concern and acceptance for others.
- Be patient and tolerant of others' differences, strengths and weaknesses.
- Empathise with others and be inclusive with your games, activities and group work.
- Celebrate your successes and the success of others;
- Lead improvement in the quality our environment wherever you can.



I am a Learner

- Be prepared and organised.
- Use break times to refresh, go to the toilet and socialise.
- Commit to presenting your best work always.
- Listen actively (whole body) and participate fully.
- Seek out and respond positively to feedback from others to improve learning.
- Set SMART goals and aim to continually improve.
- Take responsibility for your learning – speak up when you don't understand or don't have what you need.
- Make sure your work is your own (no plagiarising from peers or research).
- Verify the quality and accuracy of your research sources.
- Reflect on others' points of view and contributions.
- Choose to have a positive attitude.

Examples of Unacceptable Behaviours

Expectation	Area	Examples
I am Safe	Movement around school	<ul style="list-style-type: none"> Running in any 'Walk Zone' Riding bike or scooter in school grounds Riding bike or scooter through car park area or school grounds Entering 'out of bounds' areas
	Play (Consider developmental appropriateness)	<ul style="list-style-type: none"> Incorrect use of equipment Playing un-approved games Playing in toilets Throwing objects Possession of weapons or other dangerous items Playing in toilets which affects the presentation and/or functionality of facilities Harmful, damaging or dangerous use of equipment
	Physical contact (Consider developmental appropriateness)	<ul style="list-style-type: none"> Physical contact as a result of play, with no intent to intimidate, disrespect, harm or humiliate Physical contact with the intent to humiliate, intimidate, threaten or retaliate Physically aggressive behaviour Fighting Physical contact involving an adult
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside
	Other	<ul style="list-style-type: none"> Possession or selling of tobacco and/or drugs Possession of weapons including knives and any other items which could be considered dangerous or a weapon Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Truancy
I am a Learner	Class tasks	<ul style="list-style-type: none"> Tasks completed to a below satisfactory standard (personalised) due to a lack of effort Slow to complete tasks Incomplete homework Un-preparedness Copying others' work Refusing to work Cheating (including intentional plagiarism) Inappropriate or offensive content included in work
	Learning Environment	<ul style="list-style-type: none"> Calling out Inappropriate noise level Disruptive transition between tasks Unconsidered use of equipment Inappropriate calling out Highly disruptive noise level Harmful/damaging use or treatment of equipment Major disruption to own or others' class
	Being in the right place	<ul style="list-style-type: none"> Late to class after break period (<5 minutes) Not in the right place at the right time More than 5 minutes late to class after a break period Leaving class without permission Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Slow to comply with direction Non-compliance with staff member's direction (across all school settings) Un-co-operative behaviour
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Dishonestly recounting incident facts Arguing with staff member regarding consequences
	Mobile phone, smart watches, iPad or other digital electronic devices	<ul style="list-style-type: none"> Possession of a mobile phone or other unauthorised digital device during the school day Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Unauthorised recording or photos of any person
I am Respectful I am Considerate	Language (Including while online)	<ul style="list-style-type: none"> Inappropriate, undirected language Disrespectful tone Offensive language directed or undirected Aggressive language or tone Verbal abuse, threats, harassment or sexual harassment
	Property	<ul style="list-style-type: none"> Lack of care for the environment Littering Theft

		<ul style="list-style-type: none"> • Wilful damage to property or environment • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Incorrect uniform item • Sexually implied or explicit behaviour and/or language in any context • Bullying / victimisation /harassment • Offensive language/message on clothing or other items • Any conduct which either has intent to negatively impact, potential to negatively impact or does negatively impact on the school, student and/or staff member either through the actions themselves or the frequency of the actions • Inappropriate actions whilst in school

Parents and staff

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

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher, Deputy Principal or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school within the appropriate bell times of the school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You respect school, student and staff privacy in your online communications. You report concerns directly to the school and not through inappropriate channels (such as social media).	We will act quickly to address social media issues that affect staff, students or families. We will act quickly to resolve concerns or clarify or explain details where applicable.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your child/ren attends school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, term calendar and other materials sent home by school staff.	We will use the electronic school newsletter, email and the BPSS Facebook page as the primary means of notifying parents about school news, excursions or events.

Be Considerate

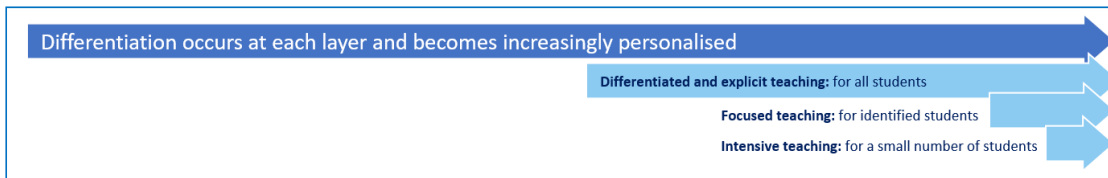
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL 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.

Every classroom in our school uses the PBL Expectations as a basis for developing their classroom behaviour standards. Student behaviour in the classroom is monitored via the **Zones Chart**.

Junior P-3

<p>Gold Zone 2nd recognition of positive behaviour. Exceeding classroom/personal expectations. Verbal recognition, celebration.</p>
<p>White Zone 1st recognition of positive behaviour. Student is exceeding personal/ classroom expectations. Verbal recognition, student moves name to White Zone.</p>
<p>Green Zone All students begin the day in Green Zone Students are following the school expectations of Be Safe, Be Respectful, Be Considerate, Be a Learner</p>
<p>Yellow Zone 1st and 2nd Minor behaviour. Remind student of behaviour expectation such as Be safe, Be Considerate, Be Respectful, Be a Learner. Demonstration of positive behaviour required to move up one zone.</p>
<p>Orange Zone 3rd Minor behaviour repeated. Remind student of behaviour expectation such as Be safe, Be Considerate, Be Respectful, Be a Learner. Demonstration of positive behaviour required to move up one zone.</p>
<p>Red Zone 4th Minor behaviour repeated. Student removed from learning area to 'Time Out' space. Student to reflect on behaviour. Demonstration of positive behaviour required to move up one zone upon entry to learning area.</p>

Senior 4 - 6

<p>Gold Zone 2nd recognition of positive behaviour. Exceeding classroom/personal expectations. Verbal recognition, celebration.</p>
<p>White Zone 1st recognition of positive behaviour. Student is exceeding personal/ classroom expectations. Verbal recognition, student moves name to White Zone.</p>
<p>Green Zone All students begin the day in Green Zone Students are following the school expectations of Be Safe, Be Respectful, Be Considerate, Be a Learner</p>
<p>Orange Zone 1st & 2nd Minor behaviour repeated. Remind student of behaviour expectation such as Be safe, Be Considerate, Be Respectful, Be a Learner. Demonstration of positive behaviour required to move up one zone.</p>
<p>Red Zone 3rd Minor behaviour repeated. Student removed from learning area to 'Time Out' space. Student to reflect on behaviour. Demonstration of positive behaviour required to move up one zone upon entry to learning area.</p>

- Students start in the Green Zone at the beginning of each day;
- Students can move between the zones according to the behaviour choices they make throughout the day;
- Students who reach red zone throughout a day can still move out of it depending upon the choices and effort they make from that point. Students alternatively that move into white and gold zone can also move backwards.
- Zones operate whilst a student is in another classroom and during specialist lessons. Behaviour is reported to the classroom teacher.

Guidelines for Whole School Response to Behaviour

Behaviour Responses – <u>Classroom Settings</u> From any zone, upward progression of 1 zone within a day is earned only through demonstration of positive behaviour.		Behaviour Responses – <u>Non Classroom</u>	
Visual Behaviour Plan	Aligned Actions and Outcomes		
Recognition of Positive Behaviour ⇄	Gold Zone 2 nd Recognition of Positive Behaviour	Observable Behaviour: Exceeding classroom and/or personal expectations Teacher Action: Verbal recognition, record as positive on <u>Qneschool</u> and generate certificate with Principal's signature Outcome for Student: Name moved to <i>Gold Zone</i> - Public acknowledgement, <u>Qneschool</u> Certificate, Participation in <i>Gold Zone Assembly Celebration</i> .	Positive Behaviour Recognition Observable Behaviour: <ul style="list-style-type: none"> Meeting/exceeding school or personal expectations Teacher Action: <ul style="list-style-type: none"> Non-verbal recognition Verbal recognition GOTCHA Outcome for Student: <ul style="list-style-type: none"> Positive acknowledgement GOTCHA Entry into Assembly Raffle
	White Zone 1 st Recognition of Positive Behaviour	Observable Behaviour: Exceeding classroom and/or personal expectations Teacher Action: Verbal recognition of student's success Outcome for Student: Name moved to <i>White Zone</i> - Public acknowledgement and access to productive learning environment	
Neutral Zone ⇄	Green Zone (Neutral) All students begin the day in Green Zone	Neutral Zone – Commencement of School Day Observable Behaviour: School-wide expectations are being met Teacher Action: Provide verbal recognition where appropriate Outcome for Student: Access to productive learning environment	Minor Behaviour Response Observable Behaviour: <ul style="list-style-type: none"> Not following school expectations Teacher Action: <ul style="list-style-type: none"> PBL Language – verbal redirection Record in playground folder Outcome for Student: <ul style="list-style-type: none"> Immediate correction Demonstrate appropriate behaviour Re-direction recorded and frequency monitored by CALM Room Officer Repeated Minor (<2 times in 5 school days) <ul style="list-style-type: none"> 5-10 minute Time Out in Blue Seat Reflection Zone Teacher to provide corrective prompts prior to dismissal
	1st Minor Behaviour Correction	Observable Behaviour: Minor behaviour Teacher Action: Remind student of behaviour expectation and provide corrective prompt Outcome for Student: Student remains in green zone	
Progression of Behaviour Corrections ⇄	Yellow Zone (P-3 only) 2 nd Minor Behaviour Correction	Observable Behaviour: Minor behaviour (repeated) Teacher Action: Remind student of behaviour expectation and provide corrective prompt Outcome for Student: Name moved to <i>Yellow Zone</i> . Demonstration of positive behaviour required to move up one behaviour zone ⬆️.	Major Behaviour Response Observable Behaviour: <ul style="list-style-type: none"> Not following school expectations or repeated Minor (>2 times in 5 school days) Teacher Action (risk to self and others to be considered): <ul style="list-style-type: none"> Time-out in Reflection Zone or <u>Direct exit</u> and Referral to CALM Room officer Outcome for Student: <ul style="list-style-type: none"> <u>Qneschool</u> Record (CALM Room Officer to enter) Disciplinary action considered
	Orange Zone 2 nd Minor Behaviour Correction (4-6) 3 rd Minor Behaviour Correction (P-3)	Observable Behaviour: Minor behaviour (repeated) Teacher Action: Remind student of behaviour expectation, provide corrective prompt and direct student to 'Time-Out' space. Outcome for Student: Name moved to <i>Orange Zone</i> . Student removed from class area to designated, in-class 'Time-Out' space. Demonstration of positive behaviour required to move up one behaviour zone ⬆️. Repeated progression to Orange Zone may result in <i>Direct Red Zone as per agreed practice</i> .	
	Red Zone 3 rd Minor Behaviour Correction (4-6) 4 th Minor Behaviour Correction (P-3) or DIRECT EXIT – Major Behaviour see Matrix	Observable Behaviour: Major behaviour through repeated minors Teacher Action: Refer student directly to CALM (Consider Actions, Learn Management) room completing an ODR (Office Discipline Referral) form. Student to be exited from classroom (immediacy based on behaviour needs and CALM room demands). Teacher to record incident on <u>Qneschool</u> and contact home and record contact and refer Head of PBL and CALM room TA into all contacts. Outcome for Student: Name moved to <i>Red Zone</i> , classroom exit, <u>Qneschool</u> entry, behaviour reflection and detention. Parent/s or caregivers notified and further disciplinary actions considered i.e. individualised program, inclusion in extra curricula could be <u>compromised</u> , and/or suspension may be considered. Demonstration of positive behaviour required to move up one behaviour zone ⬆️ upon classroom re-entry.	

Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

The Head of Positive Education and the CALM room teacher aide work collaboratively with class teachers at Bellevue Park State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the Head of Positive Education, classroom teacher/s and CALM room teacher aide to identify those who:

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

Intensive Teaching

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

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

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

The Head of Positive Education will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of Bellevue Park State Schools' Student Code of Conduct are links to legislation which influences form and content of Queensland State School discipline procedures.

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

Delegations

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

Principals are afforded a number of powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. The Principal may action a “refusal of enrolment” if applicable, based on the Education General provisions Act 2006, C8,Pt1, Div 2, Section 162.

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

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

Disciplinary Consequences

The disciplinary consequences model used at Bellevue Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the CALM Room or school administration team immediately for determination of a consequence.

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat");
- Non-verbal and visual cues (e.g. posters, hand gestures);
- Whole class practising of routines;
- Ratio of 5 positive to 1 negative commentary or feedback to class;
- Corrective feedback (e.g. "Hand up when you want to ask a question");
- Rule reminders (e.g. "remember to keep our hands and feet to ourselves");

- Explicit behavioural instructions (e.g. “Pick up your pencil”);
- Proximity control;
- Tactical ignoring of inappropriate behaviour (not student);
- Revised seating plan and relocation of student/s;
- Individual positive reinforcement for appropriate behaviour;
- Classroom zones to assist in positive encouragement;
- Class wide incentives;
- Reminders of incentives or class goals;
- Redirection;
- Low voice and tone for individual instructions;
- Give 30 second ‘take-up’ time for student/s to process instruction/s;
- Reduce verbal language;
- Break down tasks into smaller chunks;
- Prompt student to take a short break or time away in class;
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”);
- Provide demonstration of expected behaviour;
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour);
- Private discussion with student about expected behaviour;
- Reprimand for inappropriate behaviour;
- Warning of more serious consequences (e.g. removal from classroom);
- Detention.

Focussed

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

- Functional Behaviour Assessment;
- Individual student behaviour support strategies (e.g. Student behaviour plan);
- Targeted skills teaching in small group;
- Detention;
- Time out in Calm room;
- Behavioural contract;
- Guidance support;
- Self-monitoring plan;
- Check in Check Out strategy;
- Teacher coaching and debriefing;
- Referral to Student Support Services for team based problem solving;
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan;
- Complex case management and review;
- Risk Management Plan;
- Crisis Management Plan;

- Part-time educational program;
- Stakeholder meeting with parents and external agencies including regional specialists;
- Temporary removal of student property;
- Short term suspension (up to 10 school days);
- Long term suspension (up to 20 school days);
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities);
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school);
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently);
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Bellevue Park State 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 persistent or dangerous that continued attendance at the school is considered a risk to the safety, wellbeing or learning 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 school 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 Bellevue Park State School will be invited to attend a required re-entry meeting on the day of their scheduled return to school accompanied by their parent or guardian. The aim of the re-entry meeting is to welcome the students back to school and for school staff to set the student up for future success and re-engagement in school following suspension. Students must a completion of their school work whilst away, as well as their willingness to participate back into school and learning demonstrate at this meeting. The Principal or delegate reserves the right to end a meeting whereby the student fails to demonstrate this willingness and arrange to try to have the student positively re-enter at a later agreed to time.

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via the suspension letters. Re-entry meetings are short, taking less than 30 minutes, and kept small with the Head of Positive Education classroom teacher, and if required another member of the administration team or staff member as well as the student and their parent/s.

A record of the meeting is saved on OneSchool.

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 may offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property;
- the circumstances in which the property was removed;
- the safety of the student from whom the property was removed, other students or staff members;
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned and to whom, (e.g. collection by parent) unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Bellevue Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains);
- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs** (including tobacco & vaping implements);
- 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 and non-prescription medication);

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda, horror or graphic material).
- * No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, shanks, 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 strictly supervised by school staff and will only occur upon the completion of a thorough Risk Assessment.

Responsibilities

State school staff at Bellevue Park State School:

- do not require the student's consent to search school property such as 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 or illegal item (for example, a knife) in their school bag, prior to seeking consent to search from a student or parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone unless consent has been given from parent or student;
- 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 Bellevue Park State 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 Bellevue Park State Schools 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 Bellevue Park State 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 Bellevue Park State Schools 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, iPads and other digital devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

The use of mobile phones, smart watches and similar electronic devices in class is disruptive to the learning environment of other students. In addition to this mobile phones, smart watches and similar electronic devices use cellular data meaning that students can access the web without being monitored through the school filter network. As a result these electronic devices are not permitted in the classrooms.

Students are permitted to bring mobile phones, smart watches and similar electronic device to school for the reasons of safety for travelling to and from school and they must follow the conditions outlined below:

1. Students bringing communication devices to school do so at their own risk and Bellevue Park State School takes no responsibility for their loss, damage or theft.
2. Mobile phone, smart watches and similar electronic devices are to be placed into their allocated box at administration upon the students' arrival before school commences. The student is responsible for collecting the communication device each afternoon.
3. Phones, smart watches and electronic devices must always be switched off or on silent mode.
4. Camera functions on mobile phones, smart watches or electronic devices are not to be used at ANY time.
5. Students who need to contact home because they are sick are to do so through the Office, they are NOT to use their mobile phone, smart watch or electronic device to arrange for collection. This allows first aid staff to monitor the sick person while they wait to be collected.
6. Mobile phones smart watches are NOT to be accessed at all during the school day.
7. Parents who need to urgently contact students must do so through the front office. Staff will ensure that students receive the message.
8. Parents or students are NOT to communicate with each other via the student iPad, smart watch or mobile phone during the school day.
9. Communication devices are not permitted on excursion, camps or any extra-curricular activities.

Inappropriate content is not to be accessed / stored or displayed on devices. Breaches can result in consequences that may include a warning, detentions, suspension or the involvement of the Police. Use of communication devices is a privilege, not a right.

Additional Information

It is recommended by the Department of Education that disciplinary action be taken against any student who photographs, records or films other students or staff without consent or who send harassing or threatening messages.

Students in years 5 and 6 are part of the BYOx program they are allowed to bring an iPad to school for educational purposes. Students and teachers must sign a BYOx Understanding Checklist at the beginning of the school year agreeing that they will comply with all recommendations and understand that should they breach this policy it may result in a detention or suspension.

Responsibilities

The responsibilities for students using communication devices at school or during school activities, are outlined below.

It is **acceptable** for students at Bellevue Park State School to:

- use iPads or desk tops for
 - assigned class work and assignments set by teachers;
 - developing appropriate literacy, communication and information skills;
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school;
 - conducting general research for school activities and projects;
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work;
 - accessing online references such as dictionaries, etc.
 - researching and learning through the department's eLearning environment;
- be courteous, considerate and respectful of others when using a communication device;
- place iPad or desktop computer back in the appropriate storing facility after use;
- for iPad classes leaving the iPad in the classroom during break times;
- disconnecting from the Education Queensland server when not in use to prevent irrelevant download.

It is **unacceptable** for students at Bellevue Park State School to:

- use a mobile phone, smart watch, iPad or other electronic devices in an unlawful manner during school hours;
- download, distribute or publish offensive messages or pictures during or outside school hours where a member of the community is affected;
- use obscene, inflammatory, racist, discriminatory or derogatory language during or outside of school hours;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking during or outside of school hours;
- insult, harass or attack others or use obscene or abusive language during or outside of school hours;
- deliberately waste printing and internet resources;
- represent themselves in school uniform (or by tagging/ listing the school) online or through social media platforms other than designated and approved school sites;
- use the school WIFI to update/download irrelevant material;
- exceed a reasonable download limit as prescribed by the school;

- damage computers, iPads, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat;
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use iPhone, or iPad cameras or any other electronic device with a camera anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, airdropping, uploading, Bluetooth use etc.) of such material;
- use a communication device (including those with Bluetooth functionality) to cheat during exams or assessments;
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

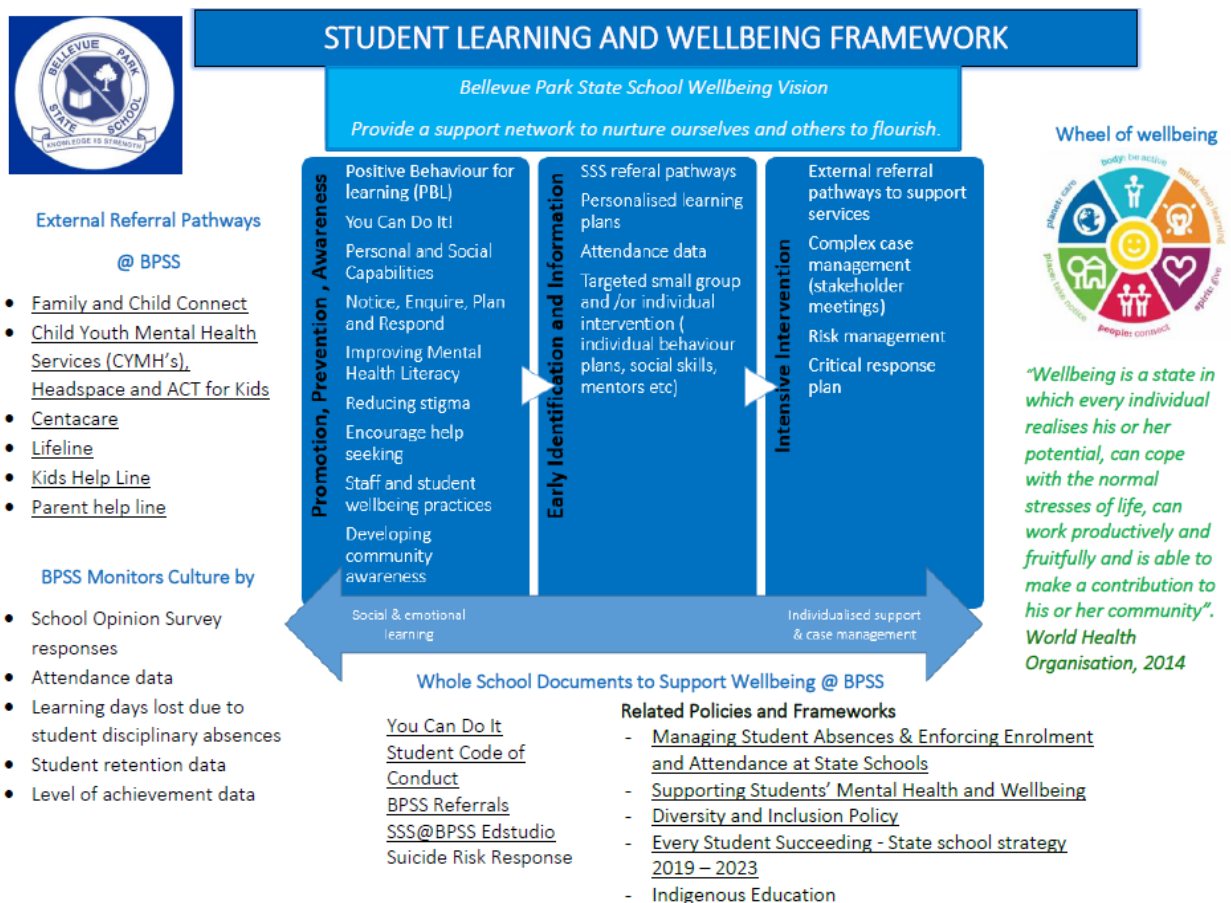
Preventing and responding to bullying

Bellevue Park State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bellevue Park State School has a Student Learning and Wellbeing Framework which aligns to [Education Queensland's Student Learning and Wellbeing Framework](#). Bellevue Park State Schools Student Learning and Wellbeing Framework "provides a support network to nurture ourselves and others to flourish".

Bellevue Park State School has a **Student Council**, with representatives from each year level meeting regularly to promote strategies to improve student wellbeing around the campus.



Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

Bellevue Park State School - Bullying response flowchart for teachers

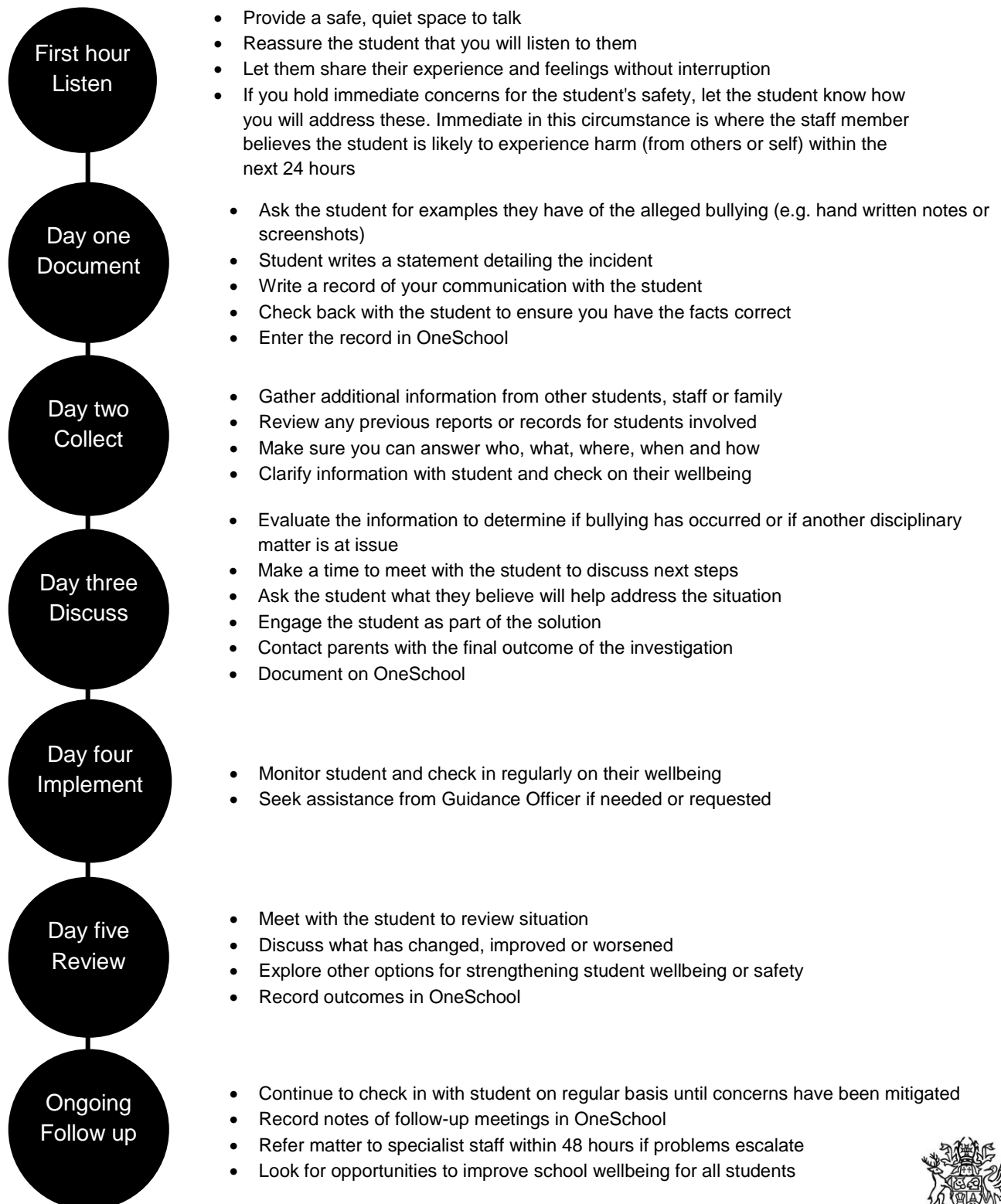
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Head of Positive Education

Deputy Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their class teacher. The Head of Positive Education, Megan Hay can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

BPSS School Facebook page, operates under the same technology and social media guidelines as the rest of the school. This site is a forum for information, celebration and school updates. A zero tolerance approach will be taken to those people who bully, negatively comment, use inappropriate language or defame the school, students or staff. The site Administration reserves the right to hide impolite comments or ban users who breach any part of these standards. As adults we must ensure we practise the standards we expect of our children.

Bellevue Park State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

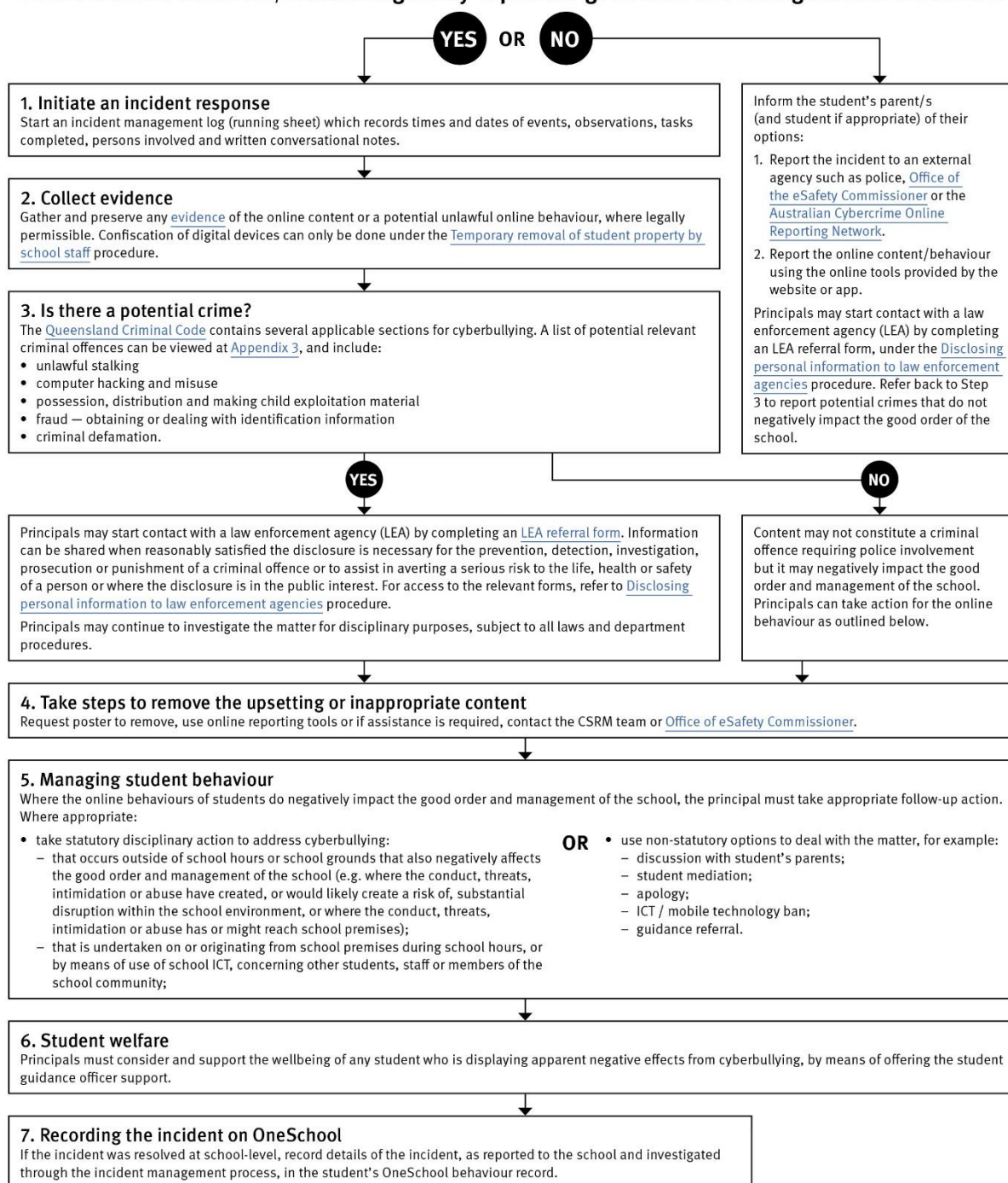
Explicit images

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

Report

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



Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

Bellevue Park State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Bellevue Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include loss of play, withdrawal from social events or celebrations, extra curricular or representative opportunities, removal or temporary removal of leadership responsibilities or more severe punishments such as suspension or exclusion from school.

Bellevue Park State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Bellevue Park State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Bellevue Park State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.
- Agree to work with the school as a family if incidents of bullying occur involving our child

Student's signature:

Parent's signature:

School representative signature:

Date:

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 things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Social media or online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended. Take your concerns to the Principal to seek to resolve potential problems.
- 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.
- Ensure I understand the recommended ages prescribed to social media apps and not approve my child's access to sites not recommended for their age.

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 the 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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [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

Bellevue Park State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

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

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

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

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through [the school website](#).

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](#).