



Brisbane Bayside State College
INDEPENDENT PUBLIC SCHOOL

Brisbane Bayside State College

DRAFT UPDATE for 2024

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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NEEDS UPDATING

Purpose

Brisbane Bayside State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Student Code of Conduct is designed to support high standards of behaviour so that the learning and teaching in our college can be effective and students can participate positively within our school and wider community.

The key focuses for all activities within Brisbane Bayside State College are:

- Our Mission Statement
- Our Beliefs and Values
- Natural Justice and Logical Consequences

BBSC Mission Statement

At Brisbane Bayside State College through great teaching within a caring and supportive environment, we provide the opportunity for students to:

Aspire - to be the very best they can be

Create – the future they want

Achieve – the realisation of their goals

Our Values

- **Be a learner**
- **Be Responsible**
- **Show Respect**
- **Contribute to our Community**

Contact Information

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Endorsement

Principal Name: Mr Jeffrey Barnett

Principal Signature:

Date:

P/C President and-or School Council Chair Name:

P/C President and-or School Council Chair Signature:

Date:

Principal's Foreword

Brisbane Bayside State College is an Independent Public School with over 950 students located at Wynnum West, Brisbane. The College provides education services to students from Wynnum, and surrounding suburbs including Manly, Hemmant, Lindum, Tingalpa, Murarrie, Belmont, Gumdale and Wakerley. The College opened in 2010 as part of the *Tomorrow's Schools* initiative, and offers modern, well-equipped learning environments for students in years 7 to 12.

Brisbane Bayside State College is founded on the values of learning, sustainability, diversity and community, values that align perfectly with initiatives to improve outcomes for all students. 'Dare to be wise' is the college vision and motto, where respecting ourselves, others & the community, valuing effort, acting responsibly & ethically is framed by the four key rules and expectations that encapsulate these values.

- **Being a Learner**
- **Being Responsible**
- **Showing Respect**
- **Contributing to the community**

At Brisbane Bayside State College, students are challenged by high expectations for learning, positive behaviour and their future prospects. We believe in collective efficacy to inspire learning within all areas of education for every student. BBSC is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building upon a culture that models and promotes *high expectations of Teaching & Learning, Behaviour, Contributing to the School Community and Uniform*. There is a very clear intent to provide the educational foundation for BBSC students to be confident and active citizens in a global society. Confident and ethical engagement with others and society requires skills including communication and leadership along with dispositions of respect and empathy towards others.

Our academic programs assist students to build their knowledge and extend their thinking, challenging them to achieve the best they can. Using technology, individualised programs and extra-curricular activities, we provide opportunities for students at all levels to achieve success.

Our Bayside Enrichment Academic Program (BEAP); Science, Technology Engineering Mathematics (STEM) program; and Sports Training Extension Pathway (STEP) provide avenues for high achieving students to maximise their potential with a range of learning experiences that are designed to develop, accelerate and extend knowledge acquisition. Wellbeing is an equally high priority at BBSC and our wellbeing team – the BODHI team – engages with all students to promote their ability to grow and develop in a caring, supportive and safe environment where *everyone belongs*.

At Brisbane Bayside State College, we believe strong relationships are the core to all success. BBSC values input from parents/carers and knows that the stronger the relationship between the college, home and the students, the more likely the student will achieve to their full potential. The student voice is a vital component of College life, and the Student Representative Council provides an avenue for students across the college to contribute positively to our local community.

Brisbane Bayside State College is committed to providing a safe, respectful and disciplined learning environment for all students, providing them with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

P&C Statement of Support

The executive of the Brisbane Bayside State College Parents and Citizens Association is pleased to endorse and support this new Student Code of Conduct. An inclusive, transparent consultation process has ensured that all parents have had, and will continue to have opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Brisbane Bayside State College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the college to meet the set expectations.

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

Bullying is a community-wide issue that we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of our Brisbane Bayside State College 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.

Any parents who wish to discuss this Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact or to join the BBSC P&C Association. It is with your support that we can work collaboratively with college staff to ensure all students are safe, supported and appropriately connected to meet their individual social and learning needs.

Consultation

Brisbane Bayside State College developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through data analysis and community feedback conducted during the 2020 school year

A review of current procedures and systems was conducted aligned with the ongoing analysis of data by the Positive Behaviour for Learning (PBL) team and utilising the important data sets for this College relating to attendance, unexplained absences, cancellations, suspensions and exclusions, as well as behaviour incidents including bullying and cyber bullying.

The consultation process used to inform the development of the Brisbane Bayside State College Student Code of Conduct occurred in three phases.

In the first phase, a series of internal meetings were conducted between March and June 2020. During these meetings, members of staff examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the 2017 - 2019 School Opinion Surveys. The participants identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, all students, parents and staff were invited to engage with a survey on college culture and climate via a Pulse survey distributed by Education Queensland, and then through a survey of parents, students and staff members that requested feedback on current policies and behaviour expectations. This request to respond to key themes from the earlier staff discussions about strengths and areas for further development took the form of an online survey link delivered by email to all teachers, students and families. Participants were invited to rate current policies and offer positive ideas and suggestions for improving the quality of practices in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the final version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association endorsed the BBSC Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Brisbane Bayside State College Student Code of Conduct, including parent information evening, promotion through the school website, fortnightly newsletter and College forums including Open mornings and Welcome events. Any families who require assistance to access a copy of BBSC Student Code of Conduct, including translation to a suitable language, are encouraged to contact the College Administration.

Review Statement – Annual updates

Brisbane Bayside State College Student Code of Conduct will under go annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with School Planning, Reviewing and Reporting cycle. This latest instalment of the Brisbane Bayside State College Student Code of Conduct is April 2023. **The P&C Association endorsed the BBSC Student Code of Conduct for implementation in 2023.**

Learning and Behaviour Statement

All areas of [Brisbane Bayside State College](#) are learning and teaching environments. We consider the implementation of a Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

This BBSC Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our College plan, shared expectations for student behaviour are clear to everyone, assisting [Brisbane Bayside State College](#) to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our College community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

We are BBSC

- ***Be a learner***
- ***Be responsible***
- ***Show respect***
- ***Contribute to our community***

Our College expectations have been agreed upon and endorsed by all staff and our College Parents and Citizens Association. They align with the values, principles and expected standards previously outlined in Education Queensland's *Code of School Behaviour*.

Every individual brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in our college. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at the school.

Multi-Tiered Systems of Support

Brisbane Bayside State College uses multi-tiered systems 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><u>All students</u> (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 settings 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

	<ul style="list-style-type: none"> asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
<p>2</p>	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> 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 variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that 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, team strategizing, 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>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.</p>

Consideration of Individual Circumstances

Staff at Brisbane Bayside State College 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 equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. 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 leaders consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing and Support Network

A crucial component of Brisbane Bayside State College's whole school approach to positive behaviour support is the **Wellbeing Program** across **most year levels**. Year Level Coordinators are in place and all students have a weekly wellbeing lesson with specific programs including interpersonal skills development, career and futures planning, resilience building programs etc. plus support through the BODHI Team led by the Wellbeing Head of Department and the College Guidance Officer

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

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 students' academic and social outcomes. As part of the whole school curriculum at Brisbane Bayside State College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages. The college delivers HIV, Hepatitis C and sexually transmissible infections education as part of a broader sexuality

and relationships education program; and ensures that CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

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

Substance misuse and intervention

Brisbane Bayside State College implements substance misuse intervention measures for students involved in substance-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

Brisbane Bayside State College requires parent/carer consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College 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.

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

Mental health

Brisbane Bayside State College 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

Brisbane Bayside State College staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Brisbane Bayside State College 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, Brisbane Bayside State College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Brisbane Bayside State College is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals who make up the College BODHI team whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students or parents can approach their Year level coordinator or any trusted school staff member at Brisbane Bayside State College to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the BODHI team.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> lead the provision of a comprehensive student support program within the school environment through management and support of BODHI team. collaborate on planning and implementation of developmental wellbeing curriculum across all year levels offer counselling with students on a one-on-one basis or in a group setting advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues. assist students with specific difficulties, acting as a mediator or providing information on other life skills liaise with parents, teachers, or other external health providers as needed as part of the counselling process.
Wellbeing Head of Department	<ul style="list-style-type: none"> lead the planning of developmental Wellbeing curriculum across the year levels aligned to Australian Curriculum. manage leadership of the College Positive Behaviour for Learning team. support regular analysis of behaviour data to inform planning for reward and management actions. lead promotion of House Group identity for College events including Sports Carnivals and inter-house competitions. support and manage Year Level Coordinators
Year Level Coordinators	<ul style="list-style-type: none"> responsible for student wellbeing at each year level lead and maintain effective communication with college community promote student feelings of safety and will to attend school every possible day nurture a sense of belonging to the roll class, year level and school. leadership of year level team to promote an inclusive, positive school culture track student attendance, behaviour and academic data to identify areas of additional need. monitor compliance with college expectations for learning resource provision, uniform and technology lead the implementation of year level specific wellbeing program. lead the implementation of year level positive behaviour initiatives including PBiS, Effort Certificates and Celebration parades
Youth Support Coordinator	<ul style="list-style-type: none"> support at-risk students with referral to appropriate agencies and support services that will assist students to overcome barriers to education and training provide individual support and case management provide and facilitate group support for students collaborate with BODHI team working with college community and liaising with students, teachers, parents, guidance officer, special needs teachers, admin officers, officers of welfare agencies and other government departments monitor attendance patterns of students in accordance with the college's attendance plan, and implement intervention strategies.

	<ul style="list-style-type: none"> inform and educate parents on relevant issues that may be impacting student engagement develop and implement programs to support social and emotional wellbeing Identify and assist students having trouble at school and at home which may put them at risk of leaving school prematurely.
Chaplain	<ul style="list-style-type: none"> support the emotional wellbeing of students and provide pastoral care services and strategies that support the emotional wellbeing of the broader community. support the personal needs of students through provision of general and personal advice provide support for Spiritual wellbeing of students where appropriate foster development of relationship and social skills lead initiatives to promote social/emotional and physical wellbeing support conflict management practices for student issues relating to family/peers/teachers provide advice and support relating to Financial difficulties or homelessness
Social Worker	<ul style="list-style-type: none"> support disengaged students within the classroom lead initiatives to promote improved relationship and social skills manage student issues relating to social, emotional and physical wellbeing link students with opportunities to engage beyond the classroom and into college and community
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provide individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems social and emotional wellbeing gender and sexual health smoking, alcohol and other drugs.
Community Education Counsellor	<ul style="list-style-type: none"> provide educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. participate in the development of activities, in and out of school, designed to enhance the engagement in education of Aboriginal and Torres Strait Islander students and community develop and facilitate support service programs designed to meet the needs of the school that will encourage the educational participation of Aboriginal and Torres Strait Islander students establish and maintain links with community elders and representatives to provide support of college programs and initiatives provide information to the school community about Aboriginal and Torres Strait Islander cultural and social perspectives. utilise in an accountable manner, State and Commonwealth funded school-based programs that focus on Aboriginal and Torres Strait Islander student support and advancement participate in activities to develop productive partnerships between members of the school and community.
Community Elder Representatives	<ul style="list-style-type: none"> provide support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
School-Based Police Officer	<p>SBPO is appointed to a school or cluster of schools to assist the school community and police in a variety of tasks including:</p> <ul style="list-style-type: none"> promoting positive relationships between the school community and police assisting with the understanding of law/legal process and procedures, particularly in relation to young people supporting the management of police-related matters within the school community, where appropriate.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the college network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. Year level Deputy Principals can provide more information relating to these additional support services.

Positive Behaviour Management

Brisbane Bayside State College has a Positive Behaviour for Learning Team made up of representatives from administration, teaching staff, parent body, support staff and student representatives. This group meets regularly and adopts a pro-active approach to promoting positive behaviours within the school through initiatives such as:

- Targeted focus - A positive behaviour focus for set periods of time is promoted through the school notices, the electronic community noticeboard, BBSC FaceBook page and the College Newsletter to enable parents to be aware and active in supporting school behaviour expectations.
- Rewards scheme — Teachers issue students meeting or exceeding expectations with the Bayside Way, PBiS Points to recognise and reinforce engagement with expected behaviours.
- Data analysis and strategic planning — Information relating to trends in behaviour improvements are communicated to students and community to positively reinforce outcomes that improve learning and College environment.
- Comprehensive induction programs in the Brisbane Bayside State College Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual learning and behaviour plans are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These plans provide a personal framework of positive behaviour expectations and actions and enable staff to provide consistent strategies or adjustments across all learning environments,
- Review and update BBSC School policies and procedures based on student data and teacher/administration feedback .mentation of specific

Positive Classrooms and PBiS Reward Scheme

PBiS Reward points are provided to all staff members to distribute each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student meeting and exceeding expectations they can choose to reward them with PBiS Points. PBiS Points accrue for the individual so that prizes can be collected from the PBiS Shop.

BBSC Classroom Expectations – The Bayside Way –

<p><i>Be a Learner</i></p>	<ul style="list-style-type: none"> • Have all required equipment (BYOD) & be prepared to learn • Complete all set work & follow BBSC work/ assessment policies • Mobile & headphones must be turned off & put away unless directed by a teacher
<p><i>Be Responsible</i></p>	<ul style="list-style-type: none"> • Arrive at class on time & line up outside the classroom • Follow classroom entry & exit routines in an orderly fashion • Follow instructions during break times and when leaving the classroom during lessons
<p><i>Show Respect</i></p>	<ul style="list-style-type: none"> • Use appropriate language, hands up to speak and active listening when others are speaking • Care for our environment, equipment & each other
<p><i>Contribute to our Community</i></p>	<ul style="list-style-type: none"> • Present to class in the correct & full school uniform • Ensure classroom is clean & tidy on exit

Legislation

This section of the Student Code of Conduct provides links to relevant legislation that informs the overall Student discipline procedure.

- [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 \(Cwth\)](#)

Disciplinary Consequences

There is no suggestion or indication in this Student Code of Conduct that any specific behaviour will automatically result in a particular disciplinary consequence. This is against the principles of natural justice that all principals are required to adhere to in their decision-making. Each situation needs to be dealt with and given due consideration.

Systematic efforts are made to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are consistent. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and Major Behaviours

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

- Minor behaviour incidents are handled by staff members at the time it happens eg late to class, inappropriate language
- Major behaviour incidents are referred directly to a member of the Executive Team eg swearing at a teacher, physical harm.

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause a staff member to suspect that the student may be harmed or do not harm/alter/impact the rights of others in any other serious way or are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or the Executive Team
- repeated minor behaviour may be referred to the Head of Department.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour
- such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of items of property, apology, restitution or detention
- gives positive verbal acknowledgement for expected school behaviour.
- a re-direction process where a staff member takes the student aside and commence the ["Buddy Out" Process](#).
- Record in OneSchool if the behaviour persists over a short-time and may escalate to a Major behaviour. (Don't record if you have told a student to return to their seat once, but if it is repeated over a week, then OS.)

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm or require the involvement of school Administration as they constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in immediate contact to school Executive Team because of their seriousness.

When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member involves the appropriate person — Head of Department for classroom incidents, Deputy Principals for higher level major incidents. A report of the student's behaviour must be recorded in OneSchool.

Major unacceptable behaviours may result in the following consequences:

- detention
- removal from activity
- restitution
- formal warning (including written) of future consequences for repeated or persistent inappropriate behaviour
- suspension from school
- proposal/recommendation for exclusion from Brisbane Bayside State College
- cancellation of enrolment
- removal of invitations to school events including School Camps, Graduation Ceremonies, Year 12 Formal
- removal of access to extra-curricular activities.

In each case, a variety of actions may be undertaken as appropriate, including but not limited to:

- parent/guardian contact
- referral to BODHI Team
- referral to external agencies, including QPS, behaviour support services
- formal monitoring of behaviour
- referral to Deputy Principal/Principal.

Definition of student support

Chill Out Card	Chill Out Cards are cards issued by the Guidance Officer to students who may need time away from the classroom in order to manage their emotions/behaviour. Students with a Chill Out Card are to attend student services during this time
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Definition of consequences

Buddy Out	<ul style="list-style-type: none"> • Process of questions that allows students to reflect and an opportunity to make change in behaviour • If students are not ready to meet class expectations it is a chance for teachers to remove student from lesson at that time to avoid further disruption/continue learning of other students in room. • It is a restorative practice that aims to build positive relationship with student
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Detention	<p>The Principal or teacher may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations.</p> <p>A detentions can be applied during school hours, out-of-school hours or on non-school days. Teaching staff can use detention during the school day and this does not require prior notice. Students will be provided with food and toilet breaks.</p> <p>Connect teachers, HODs and administration staff may use out-of-school hours detention of up to 1 hour duration, with 24 hours' notice to parents and with consent.</p> <p>Afterschool detentions also may be used for failure to attend lunch time detentions, uniform violations, refusal to complete assessment or as given by a HOD for repeat minor behaviour infringements.</p>
Community Service Intervention	<p>The Principal or HOD may, at their discretion, require a student to undertake community service activities as a consequence for poor behaviour. In these circumstances, students may be required to complete a community service restitution under the supervision of the principal/teacher</p>
Temporary Removal of Property	<p>The Principal, HOD or staff member has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u>.</p>
Suspension	<p>The Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • Disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Persistent disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff • The student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following behaviours are unacceptable at Brisbane Bayside State College. The consequences and behaviour have been determined with a focus on natural justice principles and staff will then apply consequences from the range listed (not necessarily in the order listed). Every case will have the particular circumstances considered. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

This list is not exhaustive – other behaviours will be dealt with as appropriate

	Behaviour	Possible Consequences
CLASSROOM	Late to class	<ul style="list-style-type: none"> • Make up lost class time • Detention/ afternoon detention
	Non-completion of classwork or homework	<ul style="list-style-type: none"> • Completion of work under supervision • Referral to HOD
	Refusal to complete work	<ul style="list-style-type: none"> • Completion of work under supervision • Referral to HOD • Detention/ Suspension • Cancellation of enrolment (post compulsory students)
	Non-compliant with classroom instructions	<ul style="list-style-type: none"> • ESCM • Counselling by teacher • Buddy Out Process • Detention • Referral to HOD and/or Guidance Officer
	Disrupting the learning of other students	<ul style="list-style-type: none"> • Buddy Out Process • Detention • Referral to Student Support Services • Suspension
	Not completing course requirement	<ul style="list-style-type: none"> • Removal of unit of credit (senior school) • Cancellation of Enrolment (post compulsory) • Withholding of Graduation Ceremonies/Formal Invitation
	Cheating / Plagiarism / AI Software Use e.g. CHAT GPT	<ul style="list-style-type: none"> • Refer to HOD • Detention • Caregiver contact Resubmission of task/assessment • Suspension

	Behaviour	Possible Consequences
ATTENDANCE * BEING A LEARNER *	Truancy (partial and whole day)	<ul style="list-style-type: none"> • Parent/guardian notified • Make up lost time – afterschool detention • Supervised breaks • Behaviour Card issued • Cancellation of enrolment (post compulsory students) Intervention by Guidance Officers (compulsory school aged students with persistent truancy) Compulsory Schooling Order letters as required. • Liaison with external agencies as required
	Leaving school grounds without permission / sign out pass	<ul style="list-style-type: none"> • Parent/guardian notified • Deputy Principal notified • Behaviour Card issued • Detention/afterschool detention • Persistent offences will be considered disobedience
	Late to school (without parent notification)	<ul style="list-style-type: none"> • Referral to Deputy Principal • Parent/Guardian contacted (repeated offences) • Recording of absences on student reports • Referral to Guidance Officer • Student Support Services (BODHI TEAM)

	Behaviour	Possible Consequences
ELECTRONIC DEVICES * BEING RESPONSIBLE *	Inappropriate use of mobile phones in classroom	<ul style="list-style-type: none"> • Student to place phone in classroom blue phone box • Detention • Repeated misuse will be considered wilful disobedience • Repeated misuse will require student to submit phone to student services during school hours
	Recording or photographing without permission	<ul style="list-style-type: none"> • Student to hand in device to student services for collection at 2.40pm • Deputy Principal notified • Parent/guardian notified

		<ul style="list-style-type: none"> • Detention/suspension • Deletion of the file/media
	Inappropriate email or digital communication (e.g. offensive language, airdropping, social media)	<ul style="list-style-type: none"> • Parent/guardian notified • Internet / network access suspended/ removed • Detention/ Suspension
	Visiting inappropriate internet sites/downloading inappropriate material on school owned devices of while connected to the school network or using non- Eq filtered Internet e.g. Pornography	<ul style="list-style-type: none"> • Parent/guardian notified • Internet / network access suspended/ removed • Detention/ Suspension
	Uploading inappropriate files, installing games, installing alternative operating systems, using unauthorised games or apps	<ul style="list-style-type: none"> • Parent/guardian notified • Suspension • Internet / network access suspended/ removed
	Accessing/ attempt to gain unauthorised access to any part of the Network Systems e.g Via hacking, spyware, other back door methods	<ul style="list-style-type: none"> • Parent/guardian notified • Internet / network access suspended/ removed • Suspension • Deliberate damage to network will result in recommendation for exclusion
	Using teacher/network administrators logins to access/ damage the school network	<ul style="list-style-type: none"> • Parent/guardian notified • Internet / network access suspended/ removed • Suspension • Deliberate damage to network will result in recommendation for exclusion

	Behaviour	Possible Consequences
SCHOOL COMMUNITY	Inappropriate behaviour on excursions/camps/work experience	<ul style="list-style-type: none"> • Parent/guardian notified • Withdrawal/return from activity/camp, parents collect student or transportation arranged. • Student may be excluded from attending further excursions/camps as determined by a member of the Executive Team • Detention • Suspension • Recommendation for exclusion
	Placing/publishing inappropriate or abusive material about staff or Brisbane Bayside State College in any public or school domain	<ul style="list-style-type: none"> • Parent/guardian notified • Parent/guardian to organise removal offensive/ inappropriate material • Suspension

		<ul style="list-style-type: none"> • Recommendation for exclusion • QPS involvement as appropriate
	Contacting media outlets without the authorisation of the Principal	<ul style="list-style-type: none"> • Parent/guardian notified • Suspension • Recommendation of exclusion
	Parking vehicles in school grounds	<ul style="list-style-type: none"> • Students may not park their motor vehicles in school grounds. Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parents / QPS

	Behaviour	Possible Consequences
STUDENT SAFETY	Inappropriate behaviour at school	<ul style="list-style-type: none"> • Students will be counselled about socially acceptable behaviour • Referral to Guidance Officer / Student Support Team (BODHI) • Parents/ guardians contacted • Detention • Suspension
	Dangerous behaviour in class/at school	<ul style="list-style-type: none"> • Student will be required to make the situation safe • Parent/guardian contacted • Detention • Suspension • Recommendation for exclusion
	Possession of weapons/dangerous items	<ul style="list-style-type: none"> • Items considered unsafe will be confiscated for collection by a parent/QPS • Suspension • Recommendation for exclusion
	Acting in a way that endangers self or others	<ul style="list-style-type: none"> • Parent/ guardian contacted • Referral to Student Support Services (BODHI Team)/ External Agencies as appropriate • Detention • Suspension • Recommendation for exclusion

	Behaviour	Possible Consequences
STUDENT SAFETY	Damaging/destroying property of school or others (or intent to damage/destroy property of school or others)	<ul style="list-style-type: none"> • • Parents/ guardians contacted • Detention • Referral to QPS • Repair damaged property/replace damaged property at own/parent/guardian's • Pay for damages • Suspension • Recommendation for exclusion
	Graffiti	<ul style="list-style-type: none"> • Repairing/replacing damaged property • Community service • Suspension • Recommendation for exclusion • Referral to QPS
	Littering (whether dropped by individual/group)	<ul style="list-style-type: none"> • Cleaning up area/grounds
	Stealing (or intent to steal) Interfering with the property of others	<ul style="list-style-type: none"> • Returning stolen property • Suspension • Recommendation for exclusion • Referral to QPS

	Behaviour	Possible Consequences
INTERACTION WITH OTHERS	Wilful disobedience — refusing to follow the reasonable instructions of school personnel, despite previous interventions	<ul style="list-style-type: none"> • Deputy Principal notified • Parent/guardian notified • Suspension
	Inappropriate/abusive/offensive language (incidental) (deliberate or persistent)	<ul style="list-style-type: none"> • Student redirected • Student apology • Detention • Suspension

	Bullying/Threats/Harassment - including verbal, physical, sexual, racial, cyberbullying	<ul style="list-style-type: none"> • Detention • Parent/guardian notified • Mediation • Detention • Commitment to intervention program • Referral to QPS • Suspension/ Recommendation for exclusion • Parents are to ensure that offensive/inappropriate materials are removed from public view or from electronic device
	Violence/Fighting (includes inciting violence/fighting)	<ul style="list-style-type: none"> • Parents/guardian notified • Suspension • Recommendation for exclusion • Referral to QPS

	Behaviour	Possible Consequences
PERSONAL CONDUCT	Inappropriate/abusive/offensive language (incidental) (deliberate or persistent)	<ul style="list-style-type: none"> • Student redirected • Student apology • Detention • Suspension
	Failure to wear correct school uniform – clothing/footwear	<ul style="list-style-type: none"> • Student referred to YLC • Parents/ guardians notified, student is sent home • Detention • Repeated refusal to comply with uniform requirements will be treated as disobedience
	Failure to wear correct school uniform - grooming /piercings /hair colour / false nails/ eyelashes/ make up	<ul style="list-style-type: none"> • Detention • Negotiated timeframe to amend infringement. (No added after school detentions within the negotiated timeframe). • Non-compliant after negotiated timeframe — 3-day suspension • Continued infringement — 5-day school suspension issued by Principal. • Repeated refusal to comply with uniform requirements will be treated as disobedience

	Behaviour	Possible Consequences
SUBSTANCES	Smoking cigarettes in/around school grounds. Smoking cigarettes while on a school activity. Vaping in/around school grounds. Vaping while on a school activity. (or while in school uniform or identifiable as an Brisbane Bayside State College student)	<ul style="list-style-type: none"> • Parents/guardians notified • Referral to SBYHN • Suspension • Repeated offence – suspension / extended suspension • Students in the company of smokers/ vapers can expect similar consequences
	Possession of cigarettes in/around school grounds. Possession of cigarettes while on school organised activity. Possession of vaping equipment in/around school grounds. Possession of vaping equipment while on school organised activities. (or while in school uniform or identifiable as an Brisbane Bayside State College student)	<p>A student suspected of being in possession of cigarettes/ vapes (or associated materials) will be escorted to a member of the Executive where he/she will be requested to empty his/her bag</p> <ul style="list-style-type: none"> • Parents/guardians notified • Confiscation of cigarettes/vapes/vaping materials • Referral to SBYHN • Suspension • Repeated offence – suspension / extended suspension <p>Students in the company of smokers/ vapers can expect similar consequences</p>
	Possession of drugs* or drug implements in/around school grounds Possession of drugs* or drug implements on school activity, or while in school uniform or while identifiable as a Brisbane Bayside State College Student.	<p>Students suspected of being in possession of drugs* or drug implements will be escorted to a member of Administration Parents/guardians called and invited to attend the school</p> <p>QPS will be involved Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded from Brisbane Bayside State College</p> <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Students attempting to acquire drugs or drug implements can expect similar consequences.</p> <p>Brisbane Bayside State College does not tolerate drug possession.</p>
	Supply of drugs* on/around school grounds Supply of drugs* while on school organised activity or while identifiable as a Brisbane Bayside State College Student.	<p>Parents/guardians informed and invited to attend the school</p> <p>Students supplying drugs or any substance purported to be a drug can expect to be excluded QPS will be involved.</p> <p>Students who are in the company of those involved in a drug related incident can expect similar consequences</p> <p>Brisbane Bayside State College does not tolerate drug possession.</p>

	<p>Use of drugs * on/around school grounds Use of drugs while on a school activity or while identifiable as a Brisbane Bayside State College Student.</p>	<p>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</p> <p>Student will be escorted to Administration to a member of the Executive.</p> <p>Parents/guardians informed and invited to attend the school.</p> <p>Student will be isolated and supervised until parents arrive.</p> <p>Medical attention will be sought, where necessary</p> <p>Executive will conduct thorough investigation QPS involvement</p> <p>Students who are under the influence of drugs or who use drugs at school can expect to be excluded.</p> <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Brisbane Bayside State College does not tolerate drug possession.</p>
	<p>Possession of alcohol on/around school grounds</p> <p>Use of alcohol on/around school grounds Use of alcohol while on a school activity or while identifiable as a Brisbane Bayside State College student.</p>	<p>If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</p> <p>Student will be escorted to Administration to a member of the Executive</p> <p>Parents/guardians will be informed and invited to attend the school</p> <p>Student will be isolated and supervised until parents arrive</p> <p>Medical attention will be sought, where deemed necessary</p> <p>Executive will conduct a thorough investigation</p> <p>Suspension will occur</p> <p>Students supplying alcohol to others will be suspended and may be considered for a recommendation for exclusion.</p>

Behaviour	Possible Consequences
<p>Students charged with a criminal offence</p>	<p>If a student is charged with an offence, the Principal will consider whether student's behaviour constitutes one or more of the following grounds for suspension:</p> <p>the offence is of a serious nature; or the student is charged with an offence, other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.</p> <p>In either or both cases the Principal will notify the parents and the student and invite them to consider the relevant evidence.</p> <p>Give the student and parent the opportunity to discuss the allegations and respond if they choose.</p> <p>Verbally notify the student and parent of the suspension and the date on which it will commence.</p> <p>Arrange for the provision of an educational program for the student while they are suspended</p> <p>Ensure that a regional case manager is allocated to support the student and parents</p> <p>As soon as the charge is dealt with the Principal may:</p> <p>Decide to propose to exclude the student;</p> <p>Decide not to propose to exclude the student and notify the student and parent in writing that the suspension has ended.</p>
<p>Students convicted of an offence</p>	<p>If a student is convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, the Principal will:</p> <p>notify the parents and the student and invite them to consider the relevant evidence</p> <p>Verbally notify the student and parent of the suspension with a proposal to exclude and the date on which it will commence</p> <p>Arrange for the provision of an educational program for the student while they are suspended</p> <p>Ensure that a regional case manager is allocated to support the student and parents</p> <p>Within 20 school days of giving the student the proposed exclusion notice, the principal may:</p> <p>Decide to exclude the student; Decide not to exclude the student and notify the student and parent in writing that the suspension has ended.</p>

CRIMINAL ACTIVITIES

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 Brisbane Bayside State College, 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 unacceptable or dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up

- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • lead the provision of a comprehensive student support program within the school environment through management and support of BODHI team. • collaborate on planning and implementation of developmental wellbeing curriculum across all year levels • offer counselling with students on a one-on-one basis or in a group setting • advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues. • assist students with specific difficulties, acting as a mediator or providing information on other life skills • liaise with parents, teachers, or other external health providers as needed as part of the counselling process.
Wellbeing Head of Department	<ul style="list-style-type: none"> • lead the planning of developmental Wellbeing curriculum across the year levels aligned to Australian Curriculum. • manage leadership of the College Positive Behaviour for Learning team. • support regular analysis of behaviour data to inform planning for reward and management actions. • lead promotion of House Group identity for College events including Sports Carnivals and inter-house competitions. • support and manage Year Level Coordinators
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student wellbeing at each year level • lead and maintain effective communication with college community • promote student feelings of safety and will to attend school every possible day • nurture a sense of belonging to the roll class, year level and school. • leadership of year level team to promote an inclusive, positive school culture • track student attendance, behaviour and academic data to identify areas of additional need. • monitor compliance with college expectations for learning resource provision, uniform and technology • lead the implementation of year level specific wellbeing program. • lead the implementation of year level positive behaviour initiatives including PBIS, Effort Certificates and Celebration parades

School Policies

Brisbane Bayside State College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. All members of the college community should familiarise themselves 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 college, to maintain and foster mutual respect between all college staff and students. The **Temporary removal of student property by state school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Brisbane Bayside State College 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, metal bars)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Brisbane Bayside State College:

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

Parents of students at Brisbane Bayside State College

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Brisbane Bayside State College 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 college staff that the property is available for collection.

Students of Brisbane Bayside State College

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Brisbane Bayside State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Personal Technology Devices Policy (Draft; 1/11/23)

On the 6 July 2023, the Minister for Education announced the introduction of a state-wide decision that personal technology devices in Queensland schools from 2024 will be “Away for the Day”.

[Hyperlink; Mobile phones in Queensland state schools will be ‘away for the day’](#)

As soon as students enter school property, their PTD is to be out of sight, out of hearing until they exit at 2.40pm. This is known as “Gate to Gate”. Brisbane Bayside State College is a Bring Your Own Device (BYOD) school; laptops and network accessible tablets are the identified acceptable technology device for use at school. All other devices are considered personal technology devices, which are not necessary for learning and provide a distraction for students and teachers, and are proved to prevent learning in many situations. Brisbane Bayside State College encourages students to leave their PTDs at home.

Parents/guardians wishing to contact their student can call the school office on 3893 5333, students wishing to contact home can call for free from Student Services Reception

Personal Technology Devices (PTD)	Every Student, Every Day
Personal technology devices include, but are not limited to: <ul style="list-style-type: none"> ▪ Mobile phones ▪ Portable music players ▪ Wireless headphones and earbuds ▪ Wearable devices including smart watches. 	All personal technology devices must be switched “off” or on “Flight Mode”. Personal Technology Devices are not to be seen or heard on school property. This is to ensure that “Away for the Day” from “Gate to Gate” can be implemented accordingly.

Personal Technology Device Misuse	
First Offence	Students to hand their PTD to student services, afterschool detention issued. SMS home.
Second Offence	Students to hand their PTD to student services, afterschool detention issued. SMS home communicating that a third incident will result in a suspension.
Third Offence	Students to hand in their PTD. Deputy Principal notified to contact home and inform of a suspension.
Four or more offences	Students to hand their PTD to student services, a parent/guardian is required to collect the device from school. Another suspension issued.

Frequently Asked Questions and Student Exemptions Regarding Mobile Use on School Property can be found by [CLICKING HERE](#)

Preventing and responding to bullying

Brisbane Bayside State College uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the college.

Our college staff know that 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 own 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 college community. Parents who are positively engaged with their child's educational pathway contribute to improved 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.

Brisbane Bayside State College has a Student Representative Council system of distributed leadership, with diverse representation from across the year levels. The group meets regularly to develop and promote strategies to improve student wellbeing, safety and learning outcomes.

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 conflicts 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 or 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 Brisbane Bayside State College our staff will work to quickly respond to any matters of this nature raised in collaboration with students and parents.

The flowchart below identifies the actions that Brisbane Bayside State College staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgement of teachers who receive the bullying complaint and their assessment of immediate risk to students.

Anti-Bullying compact

The Anti-Bullying Compact provides a clear outline of the way our community at Brisbane Bayside State College 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.

2024 initiative – Signed by Parents and Students on Orientation Day.

Brisbane Bayside State College – Anti Bullying Compact

We agreed to work together to improve the quality of relationships in our community at Brisbane Bayside State College. 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 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 of those involved, including bystanders. Single incidents and conflict of fights between equals, whether in person or online, are not defined as bullying.

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.

Student's signature.....

Parent's signature.....

School representative signature

Date:...../...../20....

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7-10 year level coordinator Karen Polk
Year 8-11 year level coordinator Shane Watson
Year 9-12 year level coordinator Dani Griffiths



First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day two
Discuss

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

Day three
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of social media

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

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

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 some time to reflect and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking some time to reflect on the content you are about to post could save upset, embarrassment and possible legal action.
- As a parent, you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers – so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the Education 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 vis FaceBook.

If you have raised an issue with the college 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 college principal.

Possible Civil or criminal ramifications of online commentary

A serious incident of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate an offence of 'using a carriage service to menace, harass or cause offence'. (Criminal Code Act 1995). College 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 college principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the social media provider.

Cyberbullying

Cyberbullying is treated at Brisbane Bayside State College 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 the year level coordinator. 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 Brisbane Bayside State College may face in-school disciplinary action, such as detention or removal 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 college. This includes behaviour such as cyberbullying that occurs outside 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 college process for managing or responding to cyberbullying should be directed to the year level Deputy Principal.

Cyberbullying 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 concerning cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety processes.

The 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 cyber safety 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

Brisbane Bayside State College 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 Services (BODHI) Network.

Students are however, encouraged to approach any staff member with whom they feel comfortable to share their concerns, regardless of their role at the college. All staff members at Brisbane Bayside State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure student's 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 this community takes all incidents of bullying. These measures may include internal suspension, withdrawal from social or school events, or more severe consequences such as suspension or exclusion from the college.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school



Student protection

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

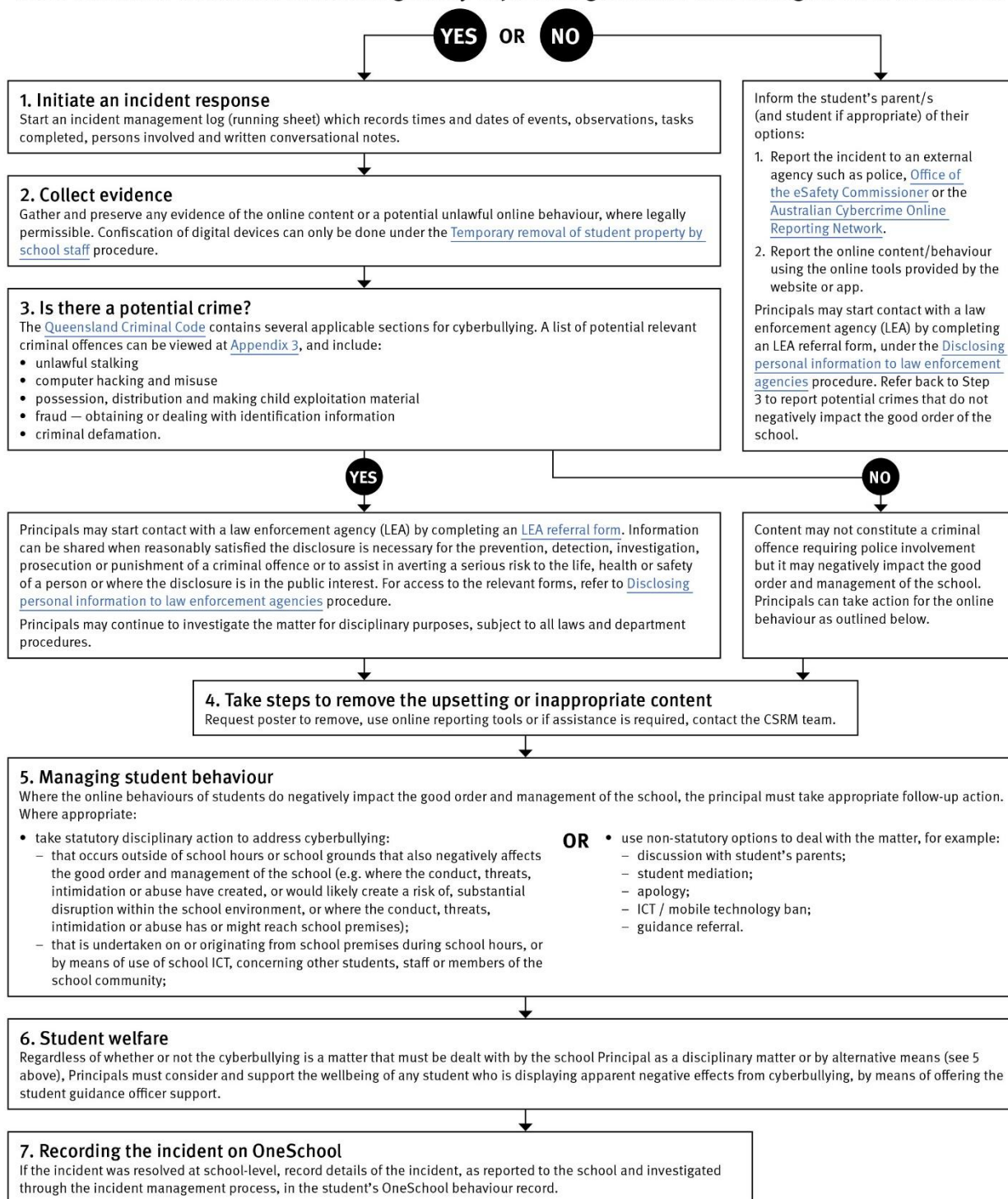
Explicit images

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

Help

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

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



Restrictive Practices

Planned use of physical restraint

- A student may require physical restraint as a planned response to control the risk of harm to the student himself or herself, another student, or staff member.
- Planned physical restraint would be detailed in a safety plan which would be implemented by trained staff as a last resort as a control measure to mitigate harm
- The college's Assistant Regional Director must sign off individual Behaviour Plans that require the addition of planned restrictive practices documented in a safety plan.

School staff at Brisbane Bayside State College 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.

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. Further information on these can be located in the [Behaviour](#) section on the [Education Queensland](#) website.

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

Resources

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

Conclusion

The community of Brisbane Bayside State College staff is committed to ensuring every student is supported to feel safe welcome and valued in our college. There may however, be occasions where parents need to raise a concern or make a complaint about an issue that they 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. A parent or carer 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.

It is the responsibility of a complainant to:

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

The Department of Education may not proceed with a complaint if the complainants conduct is unreasonable.

In most instances, staff members are informed 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 college

The best place to raise any concerns is at the point where the problem or issue arose. A parent/carers can make an appointment at the school to discuss a complaint with the student's teacher or the principal. They may also lodge a complaint in writing or over the phone. A complaint can also be lodged through [QGov](#).

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

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, a complainant is dissatisfied with the outcome of the complaint management or how the complaint was handled, they can ask the local [regional office](#) to conduct a review. This requires submission of a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

If the complainant remains dissatisfied after the internal review, they 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](#).

