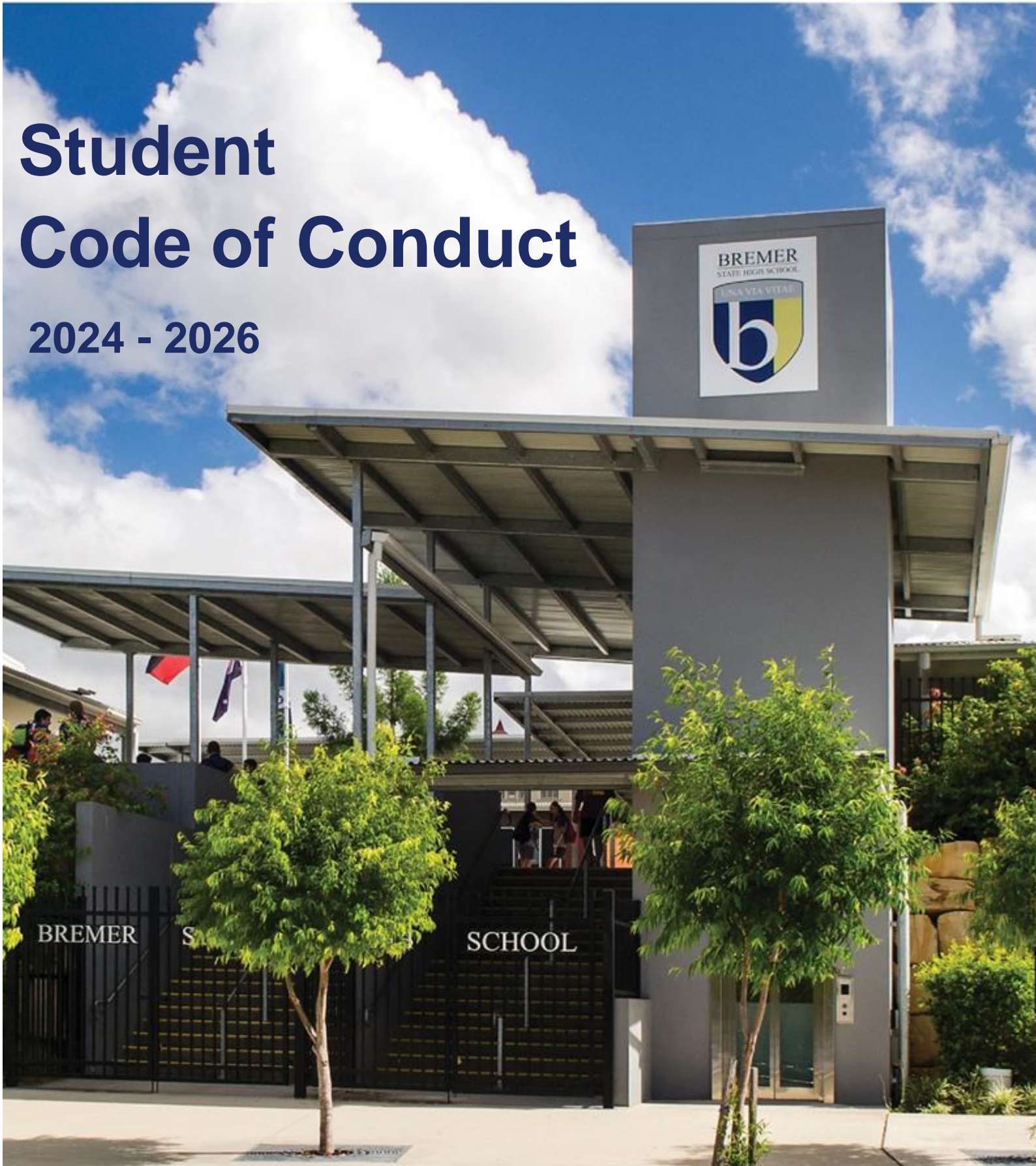


Student Code of Conduct

2024 - 2026





Equity and Excellence: realising the potential of every student

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

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Endorsement

Executive Principal Name:	Ross Bailey
Executive Principal Signature:	
Date:	21/03/2024
P/C President	Yvonne Bell
P/C President Signature:	
Date:	21/03/2024

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Principal's Foreword

We Believe. We Strive. We Achieve.

At Bremer State High School our aim is to shape and build the skills of all our students to be confident, self-disciplined and kind young people who make a meaningful contribution to their community and to society. This aim is reflected in our vision and values and enacted through our Student Code of Conduct, PBL and PRIDE Values.

At Bremer State High School, we believe that behaviour can be taught and that set-backs and mistakes are opportunities for everyone to learn and grow. Our Student Code of Conduct details expected student behaviours and provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught expected behaviours, and gives an overview of the types of support provided to enable all students to meet these expectations. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents/guardians and other members of the community for their work in bringing this Bremer State High School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Yours Sincerely,

Ross Bailey
Executive Principal

Purpose

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

The Bremer State High School Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

School Vision and Values

School Vision

Everyone Belongs at Bremer – a deeply connected community where we learn, laugh, grow and celebrate together.

Our staff and students form a structured, positive learning community in which excellence is achieved by setting high expectations, nurturing identity and belonging, and acknowledging the diversity of lifelong learners.

We Believe. We Strive. We Achieve.

School Values

1. Routine and Structure

At Bremer State High School, we cultivate a positive, structured learning community by setting clear expectations through utilizing the Pedagogical Framework, Critical Routines and Positive Behaviour for Learning (PBL).

2. High Expectations

At Bremer State High School, we set high expectations by being accountable in our monitoring of student achievement, engagement and attendance for support and continuous improvement.

3. Belonging

At Bremer State High School, we support students to grow as individuals by providing a range of academic, cultural, community and extracurricular opportunities that nurture their sense of belonging and wellbeing.

4. Diversity

At Bremer State High School, we celebrate the diversity of our school community and support our students to grow as life-long learners. We value our students' individuality and provide support through programs and curriculum.

Whole School Approach to Managing Student Learning and Behaviour

Bremer State High School's Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Behaviour should be viewed in context and as an integral part of the teaching process and not something that occurs in isolation. To focus on behaviour, we focus on how students learn most effectively and the best ways to teach the curriculum to cater for students' individual learning. We believe that if Bremer State High School offers quality programs and safe, supportive, disciplined learning environments, students will have the opportunity to maximise their potential.

Staff are provided with ongoing professional development and training throughout the year. Students are taught specific behavioural expectations in alignment with the school's philosophy. Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Student Code of Conduct, expectations for student behaviour are clear, assisting Bremer State High School to create and maintain a positive and productive learning and teaching environment.

Bremer PRIDE:

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

- **Perseverance**
- **Respect & Responsibility**
- **Integrity**
- **Diversity**
- **Excellence Through Engagement**

These values are expressed in *The Bremer Way*. This simple set of statements collectively define what is expected from all members of the Bremer Community.

Teaching Expectations

Why Do We Explicitly Teach Our Expected Behaviours?

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

When do we teach our expected behaviours?

- At the beginning of school year
- Often enough to achieve and maintain fluency
- Before times when problem behaviours tend to increase
- Ongoing throughout the year (refresher lessons)
- At teachable moments

How do we teach expected behaviours?

- Tell – Introduce the expected behaviours and discuss why it is important
- Show – Demonstrate and model
- Practice – Role play expected behaviours in the relevant contexts
- Monitor – Pre correct, supervise and provide positive feedback
- Reteach – Practice throughout the day

Where do we teach our expected behaviours?

- In every classroom throughout the school
- At full school parades
- Everywhere in the school

The Bremer Way

The Bremer Way is guided by Bremer **PRIDE: Perseverance, Respect and Responsibility, Integrity, Diversity and Excellence** through **Engagement**.

We believe as a community that the maintenance and practice of the habits linked to our core values are essential to creating a school where every student can achieve their potential. These five values define our expectations for all students. When joining our school community, we expect our students to demonstrate the Bremer Way in everything they do.



Perseverance

At Bremer we:

- Set ourselves up for success by being prepared.
- Try our best at everything we do.
- Rebound from setbacks and seek help if needed.
- In hard times, remain committed to success.
- Value the challenge.
- Expect obstacles and don't give up.



Respect and Responsibility

At Bremer we:

- Mindfully consider others.
- Accept responsibility and honour commitments.
- Treat everyone fairly.
- Uphold school rules and set a positive example.
- Recognise the value of teamwork.
- Engage in self-reflection and continually seek ways to improve.



Integrity

At Bremer we:

- Hold ourselves to high standards.
- Openly acknowledge our mistakes and take responsibility.
- Never seek shortcuts.
- Ensure all assessment reflects our best effort.
- Stand firm in our ethical choices, resisting peer pressure.
- Tell the truth.



Diversity

At Bremer we:

- Be respectful of others and their identity.
- Embrace the differences of others.
- Learn from others.
- Open our hearts and minds.
- Nurture those around us to allow them to be themselves.
- Grow together through our shared values.



Excellence through Engagement

At Bremer we:

- Dedicate ourselves to working hard.
- Realise our potential.
- Ignore distractions and stay focused.
- Value our future and make the most of our opportunities.
- Engage fully in every task.
- Never let setbacks deter us.



We believe. We strive. We achieve.



Whole School Behaviour Priorities

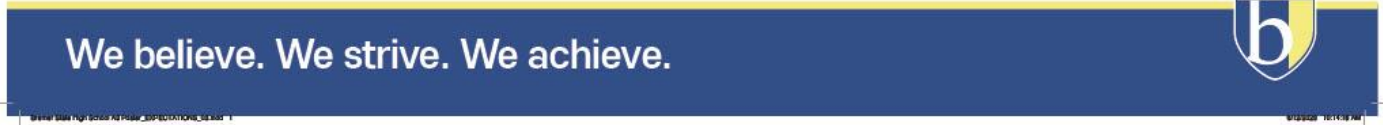
Our Whole School Behaviour Expectations make explicit the expectations we hold of all students. Our Whole School Behaviour Expectations are:

- Follow staff instruction
- Cause no harm to others
- Use appropriate language
- Allow learning

These priorities in action are clearly articulated in our Behaviour Expectations Matrix below.



Behaviour Priorities	In the Classroom	In the School	In Gatherings
Follow Staff Instructions	Stay in your assigned seat	Move directly to class on the warning bell	Line up as instructed
	Submit assignments on time	Be in the right place at the right time	Respond promptly to direction
	Adhere to lab, workshop or special equipment instructions	Use facilities as directed (e.g., canteen, library) e.g. Stay out of the garden beds	Sit as directed by staff or signage
	Keep electronic devices away unless instructed	Follow the directions of school signage	Follow instructions for participation and movement
Cause No Harm to Others	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself	Avoid pushing or shoving
	Handle school equipment with care	Think before you speak	Be respectful to all guests and presenters
	Resolve conflicts calmly and maturely	Engage in safe play	Help others in need (e.g. during an evacuation)
	Report any bullying or harmful behaviour (e.g. don't be a bystander)	Use equipment safely and report accidents, damage or hazards	Respect personal space of others
Use Appropriate Language	Use kind words and avoid negative comments	Say thank you and use gratitude	Use formal language in formal settings
	Use formal language in formal setting (no slang)	Talk to others politely	Refrain from shouting or raising your voice
	Ask questions respectfully when unsure	Choose your words carefully (no hate speech or swearing)	Applaud when instructed
	Speak respectfully to staff	Apologise when necessary	Welcome guests to the school
Allow Learning	Attend every class, every day	Move around the school quietly during lesson time	Actively listen to presentations
	Stay engaged during lessons, avoid disrupting others	Respect students studying and undertaking exams	Demonstrate patience
	Raise hand before speaking	Maximum learning time by accessing toilets and drinks during breaks	Engage in presentations appropriately when required
	Maximum learning minutes	Maintain 90% or higher attendance and all absences are explained	Keep electronic devices off and away unless instructed



The Critical Routines

Bremer State High School's Critical Routines are a fundamental aspect of supporting students with predictability and consistency. Critical Routines are classroom management practices implemented across all settings to ensure that predictable expectations are established for students.



ENTRY

RESPECT <ul style="list-style-type: none">• Greet & Check-in• In the correct seat	RESPONSIBILITY <ul style="list-style-type: none">• On time• Correct uniform• Ready to learn	ROUTINE <ul style="list-style-type: none">• Line up• Device charged• Have the correct equipment
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DURING THE LESSON

Demonstrate **PRIDE**

PERSEVERANCE	RESPECT & RESPONSIBILITY	INTEGRITY	DIVERSITY	EXCELLENCE THROUGH ENGAGEMENT
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EXIT

BEFORE YOU LEAVE ...

<input checked="" type="checkbox"/> CHECK FOR UNDERSTANDING	<input checked="" type="checkbox"/> ENVIRONMENT LEFT TIDY	<input checked="" type="checkbox"/> FAREWELL
--	--	---

ENSURE YOU ALWAYS

- | | | | |
|---|---|--|---|
| <input checked="" type="checkbox"/>
Allow Learning | <input checked="" type="checkbox"/>
Follow Staff Instruction | <input checked="" type="checkbox"/>
Cause No harm | <input checked="" type="checkbox"/>
Use Appropriate Language |
|---|---|--|---|

We Believe. We Strive. We Achieve.

Positive Acknowledgement Systems

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

	At the classroom level	At the cohort level	Across the whole school
High Frequency	PRIDE Points System <ul style="list-style-type: none"> Staff members hand out points in class using IDWeb for behaviour that conforms to The Bremer Way 	Year Level Team Acknowledgement <ul style="list-style-type: none"> Year Level Coordinators and Deans acknowledge positive behaviour at year level assemblies and in classroom visits Students also go into weekly draws for an attendance prize for 100% attendance 	PRIDE and House Points <ul style="list-style-type: none"> Students with the highest number of points are acknowledged on whole school assemblies and awarded a prize House point tallies are revealed and celebrated
Medium Frequency	Positive Postcards <ul style="list-style-type: none"> Teachers send positive postcards home to acknowledge students who consistently display PRIDE values Form Class Attendance <ul style="list-style-type: none"> Form Classes with the highest levels of attendance acknowledged 	Year Level Team Acknowledgement <ul style="list-style-type: none"> PRIDE level 1 and 2 forms handed out on Year Level assemblies Student draws <ul style="list-style-type: none"> Students with a set number of PRIDE points (100, 200) in each year level go into a draw for a prize 	Rewards Days <ul style="list-style-type: none"> PRIDE day activities are run for students Executive Principal's morning tea for students who achieve 400 and 600 PRIDE points
Low Frequency	PRIDE Awards <ul style="list-style-type: none"> Staff nominate students for PRIDE awards 	Gold Cards <ul style="list-style-type: none"> Students who reach 600 House Points in a year get a 'Gold Card' Students with Gold Cards can access a VIP line on Red Food days and other privileges Badges <ul style="list-style-type: none"> Badges given for different levels of the House Points system 	Certificates <ul style="list-style-type: none"> Presentation of Bremer Blue, Bremer Gold, Junior Secondary and Senior Preparation Certificates Awards <ul style="list-style-type: none"> Endeavour and Conduct awards for outstanding effort and behaviour PRIDE awards focusing on students who are nominated by staff for outstanding conduct relating to each of the PRIDE values

Multi-Tiered Systems of Support

At Bremer State High School, we provide a range of diverse supports to meet individual's needs to support the development of the expected behaviours. These are broken into tiers for the learning and support needs of the individual. The tiers of support address the holistic need of the student and are targeted to address very specific needs. They focus on developing the individual academically, personally and for future careers.

Tier	Prevention Description
Tier 1 Universal	<p>All students (100%) receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and The Bremer Way. Universal levels of support are provided to all students through this framework. This includes:</p> <ul style="list-style-type: none"> • Teaching Bremer PRIDE and whole school behaviour priorities in the setting they will be used. • Reinforcing these expected behaviours within the classroom using the PRIDE values structure. • Consistency when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • Refreshing and reminding students and staff through lessons and targeted recognition so skills are ready and likely to be used when students need them. • Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in the universal supports may be made. <p>Reinforcing expected school behaviour At Bremer State High School, communication of our key messages about behaviour is further supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are expected to give consistent and appropriate acknowledgement and rewards.</p> <p>Appropriate and constructive student behaviour that meets the expectations of our school community will be reinforced by:</p> <ul style="list-style-type: none"> • Individual recognition in class and/or on assembly • Mention in daily <i>student/staff notices</i> • Newsletter and social media articles • Press releases • Interview with the Executive Principal/Deputy Principal/Head of Department • Awards • PRIDE Points • Positive record entries in OneSchool (published on formal reports) • Participation in 'special' end-of-semester/year activities e.g. Rewards Day Program • Other forms of recognition driven by individual Year Level Teams
Tier 2 Targeted	<p>Approximately 10 to 15% of students may at times require additional targeted support, specific adjustments or program intervention from a range of school-based staff to enable students to meet the required academic and behavioural standards of the school.</p> <p>The targeted tier supports build on the lessons provided as part of the universal program, and may prevent the need for more intensive interventions. Targeted supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the Bremer Way. The types of interventions offered at this level will sometimes vary based on the developmental level of students and from cohort to cohort. Interventions at this level are typically:</p> <ul style="list-style-type: none"> • Clearly connected to the skills taught in the universal interventions and the Bremer Way. • Interventions that require little time of classroom teachers and are easy to sustain. • Limited in their variation. Programs are able to be used both proactively and in response to recognised need, but are not individualised for individuals. • Interventions have a good chance of making a difference to the problem behaviour (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>Where our school data indicated that more than 10-15% of students require targeted services, then a review will be undertaken of the universal tier of support to address the basic implementation and quality of instruction.</p>

Tier 3 Intensive

Approximately **2 to 5% of students** may require intensive support and/or flexible learning options to assist them to continue their learning. This tier outlines the individualised services for a **few students** who require the most intensive support a school can provide. These are usually delivered in very small groups or are individualised interventions for students with highly complex and challenging behaviours.

Intensive supports continue to build on the lessons and supports provided at the universal and targeted tiers, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- 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.

Intensive supports exist along a continuum. Many students can benefit from a simple assessment of their behaviour that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive assessment that includes a more thorough process for data collection, teaming, and problem-solving. A much smaller percentage of students may need an intensive assessment of their behaviour and wraparound plan that includes personnel from the Department and outside agencies and rigorous problem-solving procedures.

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

Student Wellbeing

Bremer State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/guardians and students to speak with their Form teacher or Year Level Dean 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. At Bremer State High School, we use the *Student learning and wellbeing framework* from the Queensland Department of Education (DOE) to create a positive school culture which embeds student wellbeing in all aspects of school life. Our environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life evolve from our Vision and Values which promotes an inclusive and holistic lens.

At Bremer State High School, we understand that the teacher student relationship is an integral part of developing students learning. Our focus for the next three years is to ensure that wellbeing is embedded through all curriculum areas with the Personal and Social General Capabilities. The personal and social capabilities (self-awareness, self-management, social awareness and social management) in the P–12 curriculum, assessment and reporting framework are able to be utilised to increase a student's learning around these skills.

We also acknowledge that some learning in this area is sensitive, therefore we use professionals in the area of drugs, alcohol and education pertaining to sexuality to provide learning opportunities in these areas. Foundational knowledge of these subjects is delivered through the Health and Physical Education curriculum with more in-depth instruction being provided by organisations like Queensland Health or Queensland Police Service at an age-appropriate level. Our Wellbeing Hub is also able to provide additional support and information for students and parents/guardians.

At Bremer State High School, we run the following programs to increase knowledge around specific health and wellbeing issues. This includes:

Curriculum and pedagogy

Our school commits to the full implementation of the Australian Curriculum through the [P–12 curriculum, assessment and reporting framework](#). The foundations for wellbeing and lifelong learning are developed through the curriculum by embedding of the [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management). The Curriculum is enacted through The Bremer Blueprint along with classroom procedures including the Critical Routines.

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

Drug education and intervention

Bremer State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform.

Specialised health needs

Bremer State High School works closely with parents/guardians 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.

Medications

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

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

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

Mental health

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

Suicide prevention

Bremer State High School staff who notice suicide warning signs in a student immediately notify 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 the student, and where necessary provide first aid. In all other situations, Bremer State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/guardians 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, Bremer State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Identification and Referral Process

Students are identified through the following processes:

Screening	<ul style="list-style-type: none"> Enrolment process Initial testing protocols (ACER suite, Kbit, Reading and Numeracy)
Parent/External	<ul style="list-style-type: none"> Diagnostic reports Primary school support history
Teachers	<ul style="list-style-type: none"> Referral to Dean, Faculty HOD or HOD Student Support Dean referral to Guidance Officer or other staff member/program/service

Students identified as requiring targeted or intensive support are referred and monitored through a support process.

Student Support Network

Bremer State High School is proud to have an extensive network of student support services, aiding not only the behavioural but also the academic, social and civic development of all students. Students' personal and educational needs are supported by well-established processes delivered by a range of people.

Students can approach any trusted school staff member at Bremer State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate team member. Descriptions of the roles within the Student Support Network are included in the table below.

Role	What they do
Form Teacher	<ul style="list-style-type: none"> Provide student support each morning and deliver the Bremer Pride Program from Years 7 to 12.
Year Level Teams	<ul style="list-style-type: none"> Provide leadership of the student cohort to promote a disciplined, inclusive and positive school culture. Responsible for student welfare at each year level. Provides continuity of contact for students and their families through their years of schooling. Ensures students feel safe and comfortable and want to come to school. Nurtures a sense of belonging to the Form class, year level and school. Monitors the progress of students receiving targeted and intensive support.
Head of Department – Student Support	<ul style="list-style-type: none"> Student support referrals – SOAR Team. Access Intervention Programs. Reset Room. Complex enrolment support.
Head of Department (Curriculum/Faculty)	<ul style="list-style-type: none"> Provides leadership of the teaching team within the school. Works closely with faculty teams to support student engagement, academic progress and curriculum support. Lead role for implementation of the Bremer State High School Way of Working. Monitors attendance, behaviour and academic data to identify areas of additional need. Monitors targeted interventions for students experiencing academic difficulty in their subject area.
Deputy Principal	<ul style="list-style-type: none"> Provides oversight of student performance, academic progress, attendance and behaviour. Liaises with parents/guardians, teachers, staff at all levels and external agencies to support students. Lead role for implementation of the Bremer State High School Way of Working.
Guidance Officer	<ul style="list-style-type: none"> Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. Assists students with specific difficulties, acting as a mediator or providing information on other life skills. Liaises with parents/guardians, teachers, or other external health providers as needed as part of the counselling process. Leads the Wellbeing Team and monitors wellbeing and intervention data to identify areas of additional need.
Head of Department - Access	<ul style="list-style-type: none"> Developing the quality of teaching and learning in managed areas. Nurturing positive relationships between students, teachers and stakeholders.
Attendance Officer	<ul style="list-style-type: none"> Monitors and reviews student attendance Years 7-12. Participates in attendance enforcement processes. Supports re-engagement at school for students with low attendance. Coordinates support for students who are school refusing. Works closely with the Year Level Teams to monitor the wellbeing and support of student attendance. Provides a link between families and the school, assisting with the engagement and re-engagement of students with their education. Linking families to external programs and support services to aid in engagement of education.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> Provides individual health consultations with assessment, support, health information and referral options related to healthy eating and exercise, relationships, personal and family problems, feeling sad, worried and angry, sexual health, smoking, alcohol and other drugs.

General Practitioner	<ul style="list-style-type: none"> • Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Community Engagement Officer Youth Support Coordinator	<ul style="list-style-type: none"> • Provide support to students through the Wellbeing Hub (behind D Block). • Work with students who are at risk of disengaging from school for a range of issues such as; family breakdowns, homelessness, abuse, financial hardship, mental health concerns, school issues, truancy, grief and loss etc. • Individual support, group programs, home visits, working with students, their parents/guardians and/or teachers, and referrals to community organisations
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
First Nations Teacher Aide	<ul style="list-style-type: none"> • Provides in-class and out-of-class support to Aboriginal and Torres Strait Islander students.
Social Worker	<ul style="list-style-type: none"> • Works with students and families with complex needs to support engagement both at school and in the home. • Provides specialist support to enable student attendance and will assist with referrals to external agencies who provide family support.
School Chaplain	<ul style="list-style-type: none"> • Provides a range of individual and group supports for students aimed at improving social, mental wellbeing and peer issues.

Attendance

Bremer State High School places a priority on knowing where students are at all times. To assist with this, the roll is marked five times during the day, allowing the school personnel to track attendance and follow up with truancy. Below is the process for recording student attendance.

Student absences

On the day a student is absent, it is a requirement for the parent/carer to advise the school office by telephone on 3810 9333 or by email studentabsences@bremershs.eq.edu.au.

Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment in compulsory schooling or compulsory participation is viewed as continuous. An absence for which a satisfactory reason has not been provided is considered an unexplained absence. Until the school is provided with an explanation for when a student is absent, the absence is recorded as an unexplained absence. Processes are implemented when an unexplained absence persists. Managing Student Absences and Enforcing Enrolment and Attendance at State Schools. Examples of satisfactory explanations include: absence due to medical or dental treatments or procedures; specialised training; sporting events other than those associated with the school or the education system; funerals; significant family events. Expected extended absences should be brought to the attention of the Executive Principal or nominee as soon as possible with a view to making flexible alternative arrangements for the student's education. Following these procedures is particularly important when assessment is scheduled. In the senior years supporting evidence is required if the absence coincides with the due date of an assessment item.

Note: If a student is in an approved programme of work (e.g. apprenticeship or traineeship) or approved study at a different location (e.g. TAFE) for a set day, this is not considered an absence, unless the student is absent from that site. It is against the law for students to be employed during school hours unless it is an approved programme of work. The approval process involves interviews at school with the Guidance Officer and Senior School Head of Department that lead to signed commitments from students, parents/guardians, employers and the school.

Requirements of Students

- Students are expected to be present at school by 8:40 am EVERY school day.
- Students are expected to be present for Form meeting at 8:45 am – 8:55 am.
- Students are expected to attend EVERY class on time.
- Students late for school (i.e. after form meeting) MUST report to the Student Services desk to obtain a late slip before being admitted to class.
- Students are required to bring notes explaining their lateness. Students arriving late without a note or valid reason (e.g. 'slept in' is NOT a valid reason) may be given a disciplinary consequence.
- Persistent lateness may be regarded as truancy and result in further disciplinary action.
- Students out of class without permission may be regarded as truancy and result in further disciplinary action.
- If students are absent, they must provide a note from home explaining their absence. On the student's first day back at school, this note is to be handed to the Student Services desk. This registers the absence as 'explained', but not necessarily satisfactory.
- Lengthy absences require supporting documentation e.g. a medical certificate. Absence from an exam requires supporting documentation e.g. medical certificate, if special consideration is requested. (AARA-Access Arrangements and Reasonable Adjustments)

Illness While at School

Students who become ill at school are to report to the Student Office. In general, students should bring a note from a teacher stating that they are ill when they report to the Student Office. Usually parents/guardians will then be contacted and asked to provide care for their child/student.

Leaving School Grounds

Students are not permitted to leave the school grounds after arriving at school in the morning until dismissed at the end of the school day. **Teachers MUST NOT** release students before the end of the school day for any reason unless authorised by the Executive Principal.

Students can only leave school grounds after written or direct verbal contact has been made by a parent/carer with an administration officer. Legitimate reasons are defined as medical treatment, dental treatment or specialised instruction. Students who have such permission must report to the office to receive a Leave Slip prior to leaving the school grounds.

Attendance strategies and support

Attendance checks are randomly conducted throughout the term to identify students who are not in class on time. This is a strategy employed to support the expectation of all students arriving to class on time.

Whole School Approach to Discipline

Positive Behaviour for Learning (PBL) – (Part of our MTSS Framework)

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

MTSS is a whole-school approach to creating a safe, supportive and orderly school environment which is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families. Bremer State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. As a whole-school approach it is used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Bremer State High School, the PRIDE values encapsulates the PBL expectations and is delivered through explicit teaching of PRIDE in form classes, on assemblies and in other classroom contexts.

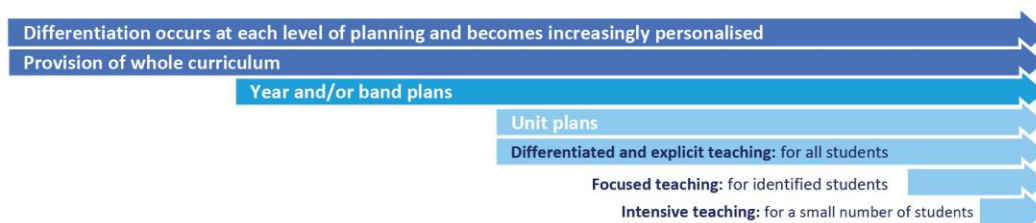
Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach and develop the skills the student requires. The development of the Bremer State High School's Student Code of Conduct is an opportunity to explain the PBL Framework and PRIDE values with parents/guardians and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the PBL Framework and PRIDE values can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

We recognise that some students require further support and intervention in order to meet behaviour expectations. The below table provides explanations of the support offered on the universal level, as well as the targeted and intensive tiers of support.

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Disciplinary Consequences

The disciplinary consequences model used at Bremer State High School follows a similar approach to our multi-tier system of support. This model ensures a differentiated approach to the management of disciplinary consequences, as well as providing clarity for the many stakeholders involved in the management of student and parent relationships.

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

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

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

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Executive Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

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

Tier	Description
Tier 1 Universal	<p>Teachers provide correction, as well as in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include: -</p> <ul style="list-style-type: none"> • Use of Essential Skills of Classroom Management (ESCMs) e.g. cueing with parallel acknowledgement • Pre-correction (e.g. "Remember, walk quietly to your seat") • Non-verbal and visual cues (e.g. posters, hand gestures) • Whole class practising of routines • Corrective feedback (e.g. "Hand up when you want to ask a question") • Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you") • Explicit behavioural instructions (e.g. "Pick up your pencil") • Proximity control • Tactical ignoring of inappropriate behaviour (not student) • Revised seating plan and relocation of student/s • Individual positive reinforcement for appropriate behaviour • Reminders of incentives or class goals • Redirection • Give 'take-up' time for student/s to process instruction/s • Break down tasks into smaller chunks • Provide demonstration of expected behaviour • Restorative discussion with student about expected behaviour • Offer choice and follow through • Detention (break time) • Buddy Class Process • Timeout outside Classroom • Natural Consequence • Online Learning Support • Restorative Justice • Individual Conferencing • Removal of Privileges

Tier 2 Targeted	<p>Teachers are supported by other school-based staff to address in-class problem behaviour. This may include tier 1 corrections and support along with:</p> <ul style="list-style-type: none"> • Individual student behaviour support strategies (e.g. Student behaviour plan) • Targeted skills teaching in small group • Detention (before school and lunch time) • Withdrawal from class or program • Behavioural / engagement contract • Monitoring cards/booklets (attendance, behavioural, social/emotional) • Counselling and guidance support • Self-monitoring plan • Check In Check Out Strategy • Teacher coaching and debriefing • Referral to Wellbeing Team for team-based problem solving • Stakeholder meeting with parents/guardians and external agencies • Functional Behaviour Assessment
Tier 3 Intensive	<p>School leadership team work in consultation with Wellbeing Team to address persistent or ongoing serious problem behaviour. This may include Tier 1 and 2 supports and consequences along with:</p> <ul style="list-style-type: none"> • Withdrawal from class/activity • Intervention Program (e.g. Re-Engagement Hub) • Restorative Justice • Parental meeting • External agency referral • Functional Behaviour Assessment based individual support plan • Other Psychoeducational Assessment • Complex case management and review • Stakeholder meeting with parents/guardians and external agencies including regional specialists • Short term suspension (up to 10 school days) • Long term suspension (up to 20 school days) • Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities) • Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Executive Principal) about their exclusion from school) • Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently) • Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Positive Behaviour for Learning (PBL) Behaviour Matrix

At Bremer we make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing our Behaviour Expectations Matrix. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Major and minor behaviors are outlined in the Positive Behaviour for Learning Behaviours Matrix.

Further detail of tiered interventions and consequences are provided in the table below.

Table of Major or Minor Behaviours

Behaviour	Definitions	MINOR Behaviour Descriptors	MAJOR Behaviour Descriptors	MAJOR Behaviour Descriptors
Phase	Description from OneShool	Level 1: Teacher managed	Level 2: HOD/Year Level Team	Level 3 Dean/DP
		Corrective and supportive action including classroom micro-skills This phase requires the classroom teacher to alert behaviour to parents/guardians if needed, implement intervention strategies at a classroom level.	This is a referral phase where previous identified classroom behaviours have not been rectified and adjusted by students, and/or consequences have not been completed. For Out of Class behaviour this phase involves unsafe or inappropriate behaviour referrals.	This phase invokes the reactive measures of the school management plan for students who continue to persistently exhibit disruptive off task and/or dangerous behaviours, and lack of respect to maintain school excellence requirements.
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> ▪ Inappropriate language/ tone ▪ Disrespectful language—back chatting ▪ Peer name-calling (low impact) 	<ul style="list-style-type: none"> ▪ Inappropriate language ▪ Derogatory language ▪ Peer name-calling (high impact) 	<ul style="list-style-type: none"> ▪ High level verbal aggression / Swearing at staff ▪ Repeated inappropriate language ▪ Peer name-calling (repeated – high impact)
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> ▪ Required assessment significantly incomplete ▪ Draft not reasonably undertaken 	<ul style="list-style-type: none"> ▪ Final assessment not completed ▪ Breach of academic integrity such as copying / plagiarism /AI breaches 	<ul style="list-style-type: none"> ▪ Academic misconduct that leads to disruption of the good order and management of the school
Bomb Threat /False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	<ul style="list-style-type: none"> ▪ Inappropriate comments about bomb threat /false alarm 	<ul style="list-style-type: none"> ▪ Continual inappropriate comments about bomb threat /false alarm ▪ False alarm about physical violence 	<ul style="list-style-type: none"> ▪ Message of possible explosive materials being on campus, near campus, and/or pending explosion ▪ Continual false alarm about physical violence
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> ▪ Inappropriate comments about other/s ▪ Intentional exclusion of others 	<ul style="list-style-type: none"> ▪ Repeated inappropriate comments about another person ▪ Repeated intentional exclusion of others ▪ Aggressive gestures with the intent to intimidate 	<ul style="list-style-type: none"> ▪ Continual exclusion / intimidation ▪ Continual aggressive acts with the intent to intimidate ▪ Ongoing bullying behaviour having a significant impact on the victim
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> ▪ Refusal to follow instructions / engage in tasks / seating plan ▪ Failure to attend a detention ▪ Truancy ▪ Leaving class without permission ▪ No/inadequate learning materials 	<ul style="list-style-type: none"> ▪ Repeated refusal to follow instructions ▪ Repeated unco-operative behaviour ▪ Repeated truancy despite intervention ▪ Repeated failure to attend a detention ▪ Repeated refusal to engage in tasks / bring learning materials/equipment 	<ul style="list-style-type: none"> ▪ Aggressively defiant ▪ Persistent refusal to follow instructions ▪ Threatening language, gestures or actions ▪ Persistent truancy despite targeted support and intervention

Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> • Ignoring instructions • Arguing • Littering 	<ul style="list-style-type: none"> • Repeated ignoring of instructions • Dismissive hand gestures directed at staff • Persistent littering • Persistent and disruptive arguing 	<ul style="list-style-type: none"> • Rude or offensive hand gestures directed at staff • Walking away from staff • Refusal to give name • Persistent and disruptive arguing with multiple staff despite intervention
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> • Disruption of others' learning e.g. through sustained noise / movement / interfering with others' possessions or equipment • Late to class 	<ul style="list-style-type: none"> • Continued disruption of others' learning e.g. through sustained noise / movement / interfering with others' possessions or equipment • Repeated late to class or school 	<ul style="list-style-type: none"> • Major classroom disruption and disobedience that stops the learning • Persistent lateness to class or school despite intervention
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> • Non-compliance with uniform policy 	<ul style="list-style-type: none"> • Repeated non-uniform infringement 	<ul style="list-style-type: none"> • Refusal to abide by uniform policy
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		<ul style="list-style-type: none"> • Forging notes for early departure/late/absences • Forging permission notes for events/excursions/changes of details etc. 	<ul style="list-style-type: none"> • Repeated forging of notes for early departure/late/absences • Repeated forging of permission notes for events/excursions/changes of details etc.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> • Low level physical contact 	<ul style="list-style-type: none"> • Pushing and/ or shoving without intent to harm • Engaging in play that involves physical contact that may cause physical harm or injury 	<ul style="list-style-type: none"> • Fighting • Physical contact intended to cause harm • Encouraging and inciting violence • Other bystander behaviour
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> • Minor harassment or inappropriate comments about others identity/characteristics 	<ul style="list-style-type: none"> • Repeated harassment about others identity/characteristics • Harassment via texting, email or social media 	<ul style="list-style-type: none"> • Continual harassment or vilifying comment • Sexual harassment • Discrimination • Racial slurs • Purposeful involvement of others to harass or intimidate
Other – charge-related suspension	Executive Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.			<ul style="list-style-type: none"> • Student charged with a serious offence or an offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.		<ul style="list-style-type: none"> • Promoting or provoking physical aggression • Physical aggression that may or has potential to cause harm 	<ul style="list-style-type: none"> • Kicking / hitting / biting / spitting / physical aggression / harassment / organisation of fight • Acts of physical misconduct
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Lack of care for others / school equipment • Misuse of equipment 	<ul style="list-style-type: none"> • Damaging property (vandalism) • Attempting to deface or vandalise property or facilities 	<ul style="list-style-type: none"> • Deface or vandalise property or facilities • Destruction of property • Wilful damage to personal, student, staff or school equipment
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> • Taking property without asking • Unsafe use of equipment • Lack of care for others / school equipment 	<ul style="list-style-type: none"> • Damaging property (vandalism) • Lack of care for personal equipment • Lack of care for the environment • Attempting to deface or vandalise property or facilities 	<ul style="list-style-type: none"> • Destruction of property, stealing or theft • Wilful damage to personal, student, staff or school equipment • Throwing objects in a dangerous and aggressive manner
Refusal to participate in the educational program of school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> • Periods of off task behaviour • Initial refusal to engage in learning 	<ul style="list-style-type: none"> • Repeated periods of off task behaviour • Regular intervention to attempt to engage student in learning are unsuccessful 	<ul style="list-style-type: none"> • Repeated refusal to engage in learning • Repeated refusal to complete assessment
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		<ul style="list-style-type: none"> • Possession of drug paraphernalia 	<ul style="list-style-type: none"> • Possession/use/selling of drugs /prescription drugs • Possession or use of substances/imitations or implements • In the company of others involved in substance misconduct
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		<ul style="list-style-type: none"> • In the company of others involved in substance misconduct • Possession of tobacco/vape and other legal substances or paraphernalia 	<ul style="list-style-type: none"> • Possession/use/selling: alcohol, vape, tobacco, or other prohibited substances/ items

Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students and using social media.	<ul style="list-style-type: none"> Use of a mobile device without the explicit direction of a staff member during a curriculum activity, or not using within the terms of the exemption Misconduct on ICT device 	<ul style="list-style-type: none"> Mobile phone not in the pouch during breaks or not meeting the terms of the exemption Refusal to follow instructions regarding phone or device as per school policy Misconduct on ICT device Interfering with another person's ICT device Unauthorised use of BYOD device 	<ul style="list-style-type: none"> Use of a mobile device; use of an image recording device; or use of a voice recording device without authorisation Repeated mobile device infringements Use of BYOD device to access or display inappropriate content Use of device for fraudulent or illegal activity
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> Hiding others belongings Taking property without permission but then returning it 	<ul style="list-style-type: none"> Taking property without asking 	<ul style="list-style-type: none"> Stealing or theft of school or someone else's property.
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Unreasonable and unexplained lateness Truancy – first instance 	<ul style="list-style-type: none"> Truancy – second instance, ongoing or across classes 	<ul style="list-style-type: none"> Ongoing truancy despite intervention
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).		<ul style="list-style-type: none"> Sent to school by parent yet unexplained absence all day Student left the school grounds 	<ul style="list-style-type: none"> Continued truancy out of school despite intervention
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	<ul style="list-style-type: none"> Possession of aerosols 	<ul style="list-style-type: none"> Possession of lighter / matches Repeated possession of aerosols 	<ul style="list-style-type: none"> Possession of substances/objects readily capable of causing bodily harm and/or property damage
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> Low level misuse of an object without intent to harm 	<ul style="list-style-type: none"> Repeated misuse of an object without intent to harm 	<ul style="list-style-type: none"> Obtaining or possession of a knife, weapon or replica weapon Using an object as a weapon
	To remove any doubt, student conduct may be a ground for disciplinary consequences even if the conduct does not happen on school premises or during school hours.			

Action taken as a result of a referral is case specific, and is differentiated to respond to individual students.

Possible Level 1 responses or consequences <u>may</u> include:	Possible Level 2 responses or consequences <u>may</u> include:	Possible Level 3 responses or consequences <u>may</u> include:
Natural Consequence Online Learning Support Restorative Justice Individual Conferencing Removal of Privileges Buddy Class Timeout outside Classroom Level 1 Detention Phone Home Letter Home Other (such as): <ul style="list-style-type: none"> - Redirection - Reteaching of behaviour - Reminder of school expectations - Adjustment to seating plan - Warning - Targeted support 	Natural Consequence Online Learning Support Restorative Justice Referral for non-submission of assessment Individual Conferencing Removal of Privileges Buddy Class Level 1 Detention Level 2 Detention Level 3 Detention After School Detention (when appropriate) Phone Home Letter Home Monitoring Log Referral Other (such as): <ul style="list-style-type: none"> - Non-participation in activity (includes non-curricular activities) - Withdrawal from class/activity - Behaviour Support Plan - Behaviour Book - Targeted support / referrals - Parental meeting - External agency referral 	Level 3 Detention After School Detention (when appropriate) Other (such as): <ul style="list-style-type: none"> - Withdrawal from class/activity - Targeted support / referrals - Intervention Program (e.g. Re-Engagement Hub) - Restorative Justice - Parental meeting - External agency referral - Suspension - Discipline Improvement Plan - Recommendation to exclude

Action taken as a result of a referral is case specific, and is differentiated to respond to individual students.

In each case, the following actions will be taken, as appropriate:

- Parent/caregiver contact (as a general rule)
- Referral to Guidance Officer or another member of the Student Support Services Team
- Referral to external support services
- Referral to internal intervention program
- Placement on monitoring booklet or card

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number

of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/guardians 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/guardians 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 Executive Principal to discuss the matter.

School Disciplinary Absences

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

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

Parents/guardians 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 Executive Principal.

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

Re-entry following suspension

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

It is not mandatory for the student or their parents/guardians to attend a re-entry meeting. However re-entry meetings are offered and encouraged as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Discussion of student strengths
- Brief review of student's behaviour leading to suspension
- Discussion of student's Learning Behaviour Review
- Engagement overview
- Discussion of relevant support and intervention (internal and/or external)
- Discussion of any recent changes to school routine or staffing
- Set a date for follow up

Reasonable adjustments

- In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Definition of Consequences

The following table details definitions of different consequences that can be issued by the school:

Detention	<ul style="list-style-type: none"> • Members of staff may issue lunchtime detentions for Major or Minor break; these are Level 1 detentions. • Heads of Department may issue Level 2 detentions. These 30-minute lunchtime detentions are held during Major Break. • Heads of Department, Deans and Deputy Principals may issue Level 3 detentions. These 30-minute lunchtime detentions are held during Major Break and are classed as a suspension warning. • Deans and Deputy Principals may on occasion, issue After School detentions. These 30-minute detentions are held from 2:50pm-3:20pm, or for 30 minutes from when the student presents to the agreed location.
Suspension	<p>The Executive 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 of staff • the student is charged with a serious offence • the student is charged with an offence other than a serious offence and the Executive Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
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 exclusion 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 • if suspension is inadequate to deal with the disobedience, misbehaviour, conduct or risk.
Cancellation of Enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's enrolment behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

School Policies

List of School Policies

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

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

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the Executive 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 Executive 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 Bremer State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons (this includes imitation butterfly knives)
- potentially dangerous items (e.g. blades, rope, zip-ties)
- drugs** (including vapes, caffeine tablets and 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, matches)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- energy drinks
- magnets
- jewellery
- mobile phone not secured in pouch

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

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

Responsibilities

Bremer State High School staff led by the Executive Principal ensure that they are aware of their responsibilities around the Temporary Removal of Student Property.

School Staff:

- do not require the student's consent to search school property such as lockers, desks, mobile phone pouches 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, the student or calling the police; students will be prohibited from going into their bag when there is a concern.
- obtain student or caregiver consent 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/guardians (e.g. to access an EpiPen for an 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 caregiver will be called to make such a determination.

Parents of students at Bremer State High School:

- ensure their children 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 Bremer State High School Student Code of Conduct (this includes mobile phones not secured in a pouch)
 - 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 you have been notified by the Executive Principal or state school staff that the property is available for collection.

Students of Bremer State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bremer State High School Student Code of Conduct (this includes mobile phones not secured in a pouch)
 - 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 Executive Principal or school staff to do so.

Use of mobile phones and other devices by students

As per our Mobile Phone and Personal Electronic Devices Policy, the use of mobile phones and other personal electronic devices (including headphones) is not permitted at Bremer State High School between 8:30am and the conclusion of the school day. This includes both breaks and all school-related activities, including those that extend beyond typical school hours. We believe that this policy plays an important role in fostering an environment that is conducive to learning and wellbeing.

With the increasing use and convenience of electronic devices in everyday life, there may be occasions in which the use of personal electronic devices such as mobile phones will be deemed appropriate by the teacher for educational use. In such circumstances, the use and supervision of personal electronic devices will be under the direction of staff and will not be considered acceptable beyond the subject/classroom activity.

In accordance with this policy, mobile phones and personal electronic devices may be:

- Left at home.
- Kept in a school-provided lockable pouch.
- Handed in at the office at the beginning of the school day. The mobile phone will be safely stored and can be collected from the office at the conclusion of the school day.

Students who are found to be in possession of a mobile phone or other personal electronic device during the school day (not secured in a pouch or with prior approval for use) will be required to hand all personal electronic devices in to the school office. Wearable devices such as smartwatches are permitted, however they are to be kept in 'flight mode' from 8:30am to the conclusion of the school day. Students found to be using a wearable device not in-flight mode will be required to hand the wearable device in to the office. Repeat failure to follow the policy will be actioned in accordance with our Student Code of Conduct.

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

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

Students who require the use of a mobile phone or personal electronic device in circumstances that would contravene this policy (e.g. diabetic students who require network connected continuous glucose monitoring devices) are required to apply for an exemption and include supporting documentation to verify the student's special condition and required use of a personal electronic device. Exemption application forms can be collected from the Student Office, Deans Offices or Access Hub, or be [downloaded](#). Exemption Application forms are to be submitted to the Year Level Deans or emailed to admin@bremershs.eq.edu.au. Submission of an exemption application does not guarantee the exemption will be granted. All students are prohibited from any use of mobile phones or personal electronic devices until a Personal Electronic Device Exemption Card has been supplied.

Upon the approval of an exemption application, students will be provided with a Personal Electronic Device Exemption Card. Any students with a Personal Electronic Device Exemption Card will still be held to the conditions stated in the policy, except for in the specific circumstances articulated in their exemption approval.

Further details about mobile phone use and misuse can be found in the Mobile Phone and Personal Electronic Devices Policy on the school website.

Responsibilities

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

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

- Use **BYOX devices** for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents/guardians or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

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

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

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

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

Preventing and Responding to Bullying

At Bremer State High School, we actively promote the health and wellbeing of the school community through the utilisation of [The Student and Wellbeing Framework](#) in all activities being undertaken to address specific health issues within the school.

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

High 5 Bullying Strategy



Elaborations to the High 5 Bullying Strategy for:

	Bullying occurring in person	Cyberbullying
Ignore	<ul style="list-style-type: none"> Pretend you didn't hear it Do not make eye contact Maintain a positive body posture (head up, back straight, shoulders relaxed) Take 3 deep breaths Count to five in your head Think positive self-esteem statements 	<ul style="list-style-type: none"> Do not accept follow/friend requests from people you don't know in real life Do not respond/react to the comment/post Count to five in your head Take 3 deep breaths Continue with your online behaviour as normal (e.g. don't post about someone being mean to you) OR put your device away and do another activity Think positive self-esteem statements Consider unfollowing/blocking the person if they are not your friend Consider asking a trusted adult for guidance
Friendly Talk	<ul style="list-style-type: none"> Use a calm voice Maintain eye contact Use confident body language (head up, back straight, shoulders relaxed, feet shoulder-width apart) Use "I" statements – I feel ... when you ... because... 	<ul style="list-style-type: none"> Consider asking a trusted adult for guidance Consider messaging/speaking to the relevant person/people privately and individually (NO group chats or public comments/posts) Use regular punctuation (no caps lock or excessive use of emojis) Use "I" statements – I feel ... when you ... because...
Walk Away	<ul style="list-style-type: none"> Do not look back. Walk confidently, do not run Mouth closed – don't speak Do not make eye contact Walk away to a busy area or towards a staff member 	<ul style="list-style-type: none"> Leave the group chat (if applicable) Put your device away and do another activity Ask a trusted adult for guidance Consider unfollowing and/or blocking the relevant person/people Consider taking a break from or deleting the app if causing you stress
Firm Talk	<ul style="list-style-type: none"> Use an assertive voice (firm tone, clearly articulated words) Tell them to stop it (be specific about what they need to stop doing e.g. calling you a 'loser') Look confident - stand tall, head up high Walk away to a busy area or to a staff member 	<ul style="list-style-type: none"> Ask a trusted adult for guidance Tell them to stop it (be specific about what they need to stop doing e.g. calling you a 'loser'. Use a private channel e.g. direct message if doing so online – no group chats or public comments/posts) Use regular punctuation (no caps lock or excessive use of emojis) Put your device away and do another activity
Report	<ul style="list-style-type: none"> Walk away and tell a staff member Bystanders need to support and report Report using a Student Statement Form 	<ul style="list-style-type: none"> Report the issue to your parent/caregiver Report the issue to the school if appropriate Take screenshots of relevant posts/images/comments Bystanders need to support and report Report using a Student Statement Form (if reporting to the school) Report online to the eSafety commissioner Report relevant posts/comments in the app itself Report any potentially life-threatening behaviour to your parent/caregiver and Police immediately Report any catfishing (suspected adult impersonating a young person) to your parent/caregiver and Police via Police Link Report anyone sending or requesting sexual content to your parent/caregiver and Police via Police Link

Strategies and Processes for dealing with bullying:

- All members of the school community (e.g. teachers, student bystanders-individually and in groups, parents and caregivers) are responsible for the elimination of bullying/harassment.
- All adults in the school community should be aware of the need to conduct themselves in a way that provides a positive role model to students in the school and does not incite further conflict or violence.
- All complaints of bullying/harassment should be treated seriously and dealt with in a way that does not further alienate or over-identify students who are bullied or bullies. This incorporates the issue of confidentiality.
- All complaints should be dealt with as quickly as possible.
- Students who have been bullied should be given the opportunity for ongoing support and counselling. This may include external referrals.
- Students are encouraged to advise the teacher most immediately in charge about any concerns. The majority of incidents are best handled by the staff member who observes the behaviour. The seriousness of a concern should be assessed by that teacher according to the specific circumstances and the effect of the incident.
- The student must be encouraged to take responsibility for reporting any continuing inappropriate behaviour. This may be to Teacher, Form Teacher, Head of Department, Dean, Year Coordinator, Guidance Officer, a member of the Administration, or a member of the Support staff (trusted adult)
- The school will implement school curriculum programs e.g. HPE curriculum, Bremer PRIDE Program, Transition Program, Dean's programs and intervention programs e.g. anger management, social skills and referral to outside agencies.
- Bremer State High School takes cyberbullying seriously and takes a proactive stance by explicitly teaching student about cyber safety, what cyberbullying is and what they should do if they receive unwanted messages including for example: block/delete/report.
- Bremer State High School will investigate and respond to incidents of cyberbullying within the constraints of the school's authority. Bremer State High School may refer parents/guardians and issues to the QPS for support.

Procedures after an incident of bullying has been observed or reported:

- The school will keep adequate records of all bullying/harassment incidents. This will most commonly be reported onto OneSchool.
- The school will work with parents/guardians of the bullied (as appropriate) and support the bullied-recipient.
- The school will initially assist the bully to change their behaviour (e.g. resilience building, behaviour support).
- Further transgressions will require individual counselling with appropriate personnel (e.g. Youth Worker, Guidance Officer or other).
- Resistance to behaviour change and repeated offences may lead to consequences ranging from detention, through suspension to exclusion.
- Where possible, the school will work with the parents/guardians of the bully to establish joint strategies for behaviour modification.

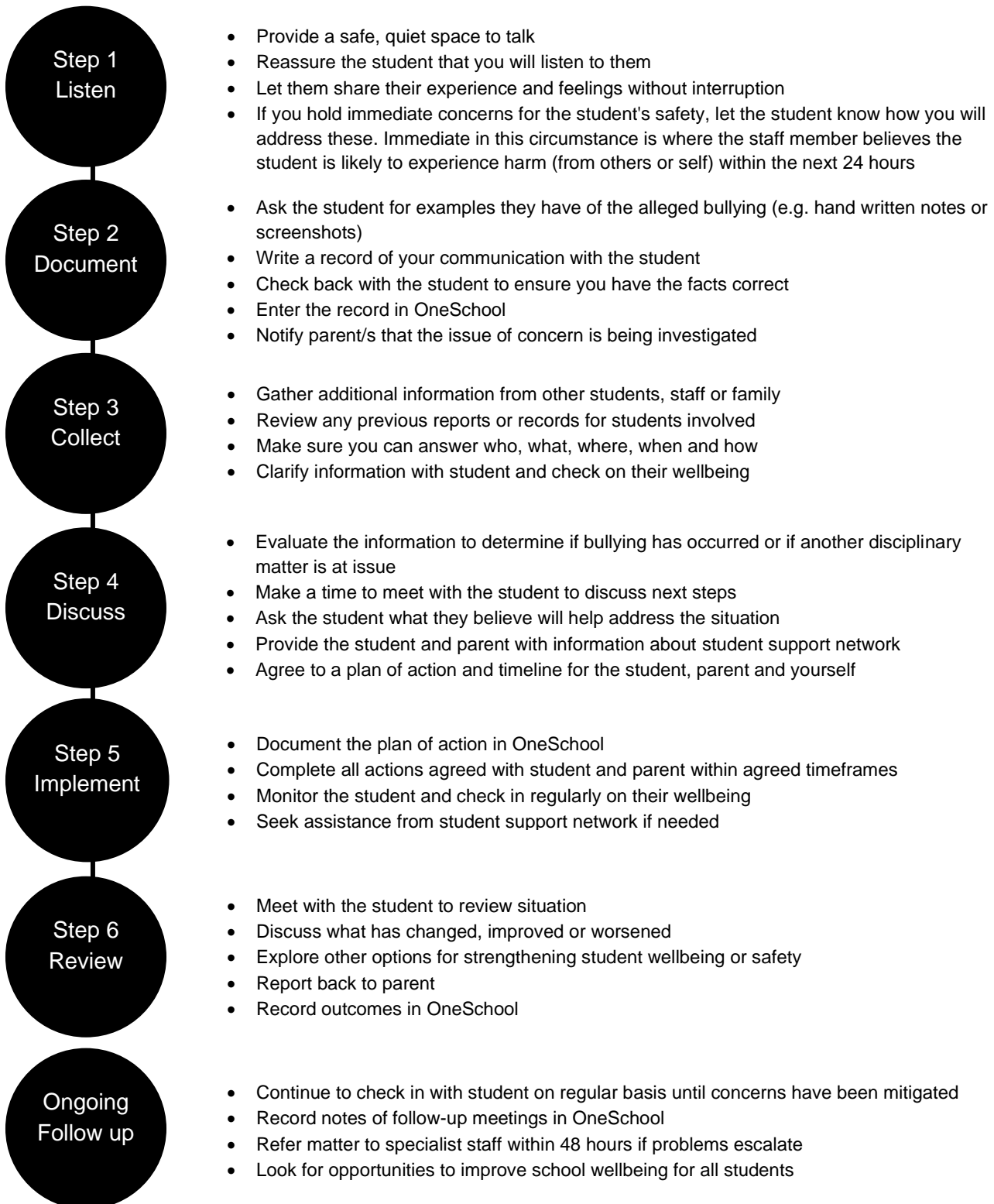
The following flowchart explains the actions Bremer State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Bullying Response Flowchart

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

Key contacts for students and parents to report bullying:

Year Level Coordinator, Year Level Dean and Year Level Deputy Principal



Cyberbullying

At Bremer State High School, cyberbullying is defined as the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. The purpose of this document is to inform you of the policies and procedures surrounding incidents of cyberbullying.

The Australian Government's Public Policy advises the following actions if cyberbullying becomes an issue for your child or family member:

- Do not retaliate or respond to the bullying as this may be used against you;
- Collect evidence of the bullying by taking screen shots, printing conversations etc.;
- Report the cyberbullying to the responsible social media site (e.g. Facebook, Twitter, Snapchat etc.);
- Block the user and update privacy settings;
- Report the bullying to www.esafety.gov.au/cyberbullying-complaint

The Queensland Department of Education Student Code of Conduct provides guidelines on acceptable behaviour in school – including the online learning environment. If an online incident affects the good order and management of your school, the Executive Principal may apply disciplinary action, such as: detention, suspension, exclusion, or cancellation of enrolment.

It is important for students, parents/guardians 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.

If you have concerns for your child's safety, report the incident to your local police. Serious instances of cyberbullying and inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995). The taking, distributing or possessing of inappropriate photographs may also constitute offences against the Queensland Criminal Code. School staff may also report incidents of this nature to the police in accordance with Departmental procedures.

If you feel that the online content seriously impacts your child's reputation you may like to seek personal legal advice. Defamatory online content may give rise to litigation under the Defamation Act 2005.

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

Further information regarding online safety awareness can be found through the following sites:

Incident Management
Cybersafety website
Bullying. No Way!
Office of the Children's eSafety Commissioner
Kids Helpline
Think U Know, Australian Federal Police

CyberSafety.ReputationManagement@dete.qld.gov.au
www.qld.gov.au/education/schools/health/cybersafety
bullyingnoway.gov.au/
esafety.gov.au/
kidshelpline.com.au/parents
thinkuknow.org.au/

Bremer State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

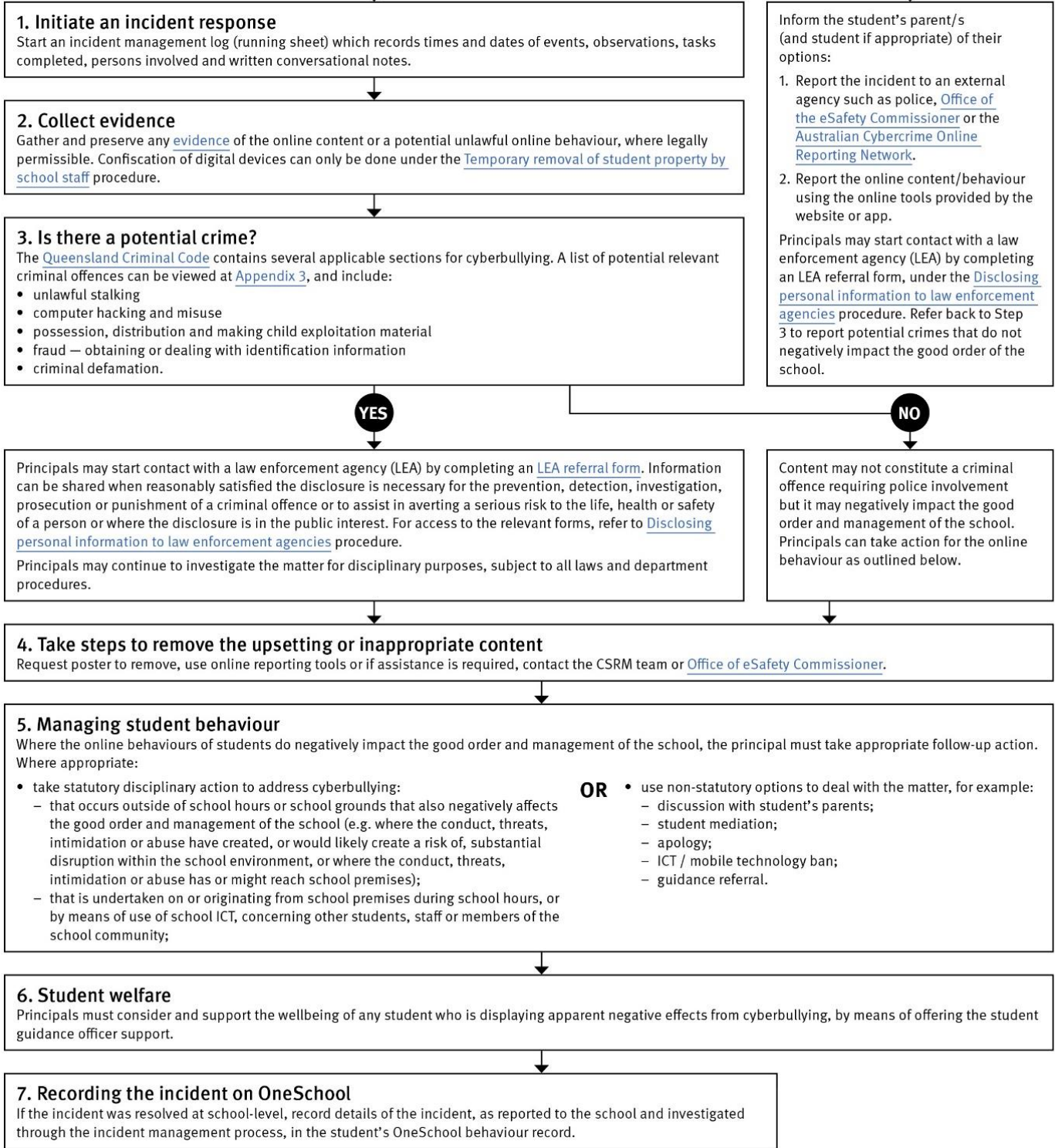
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined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

Report

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

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

YES OR **NO**



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 with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a [cyberbullying and reputation management](#) (Department employees only) resource to assist Principals in incident management.

Student Intervention and Support Services

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This may include counselling, social development programs, referral to mental health services or involvement in a mediation or restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include Level 1, Level 2 and Level 3 detention, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Anti-Bullying Contract

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

Bremer State High School – Anti-Bullying Contract

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

The agreed national definition for Australian schools describes bullying as:

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

We believe that no one deserves to be mistreated and that everyone, regardless of race, colour, culture, religion, immigration status, nationality, size, gender identity, sexual orientation, popularity, ability or disability, academic outcomes, social ability, or intelligence has the right to feel safe, respected and free to be their authentic selves.

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

Appropriate Use of Social Media

The internet, mobile devices and social media provide many opportunities for students to network and socialise online. While these technologies provide positive platforms for connecting with others and sharing ideas, they also have the potential to cause harm to individuals, groups or even whole communities.

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

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

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

Posting comments or publishing posts about schools, staff or students

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents/guardians are not. If you are tagging or naming students consider that other parents/guardians may have reasons to protect their child's privacy, including which school they are attending, and do 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 Executive Principal, and police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider
- report the content to the eSafety Commissioner.

The eSafety commissioner (<https://www.esafety.gov.au/parents>) also provides information and guidance for parents/guardians regarding online safety.

Dress & Uniform Policy

The Bremer State High School  [Uniform and Dress Code Policy](#) outlines the school dress standards and expectations, as endorsed by the Executive Principal and members of the school community. This policy is applicable to all students and their attire while attending school or representing it.

Students are able to borrow uniform from Uniform Central from 8:30am each day. If a student has not changed in to the correct uniform before school their classroom teachers may send them during class time to do so. Students that do not return the borrowed uniform may be invoiced for the item.

Further arrangements can be made to support students to be in full uniform, parents/care givers and students are encouraged to speak their year level Dean to discuss these arrangements.

Restrictive Practices

School staff at Bremer State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of unsafe 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. Staff will endeavour to use only the restorative practice assessed as the least restrictive to manage the situation. Restrictive practices are not used for punishment or as a disciplinary measure. Restrictive practices are also not used to prevent or minimise damage to property.

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 is recorded in a student's Individual Behaviour Management Plan and Risk Management Plan, under Support Provisions on OneSchool.

For unexpected critical incidents, staff will use basic defusing techniques including:

- 1. Avoid escalating the problem behaviour:** voice to remain calm, avoid shouting, avoid cornering the student, moving into the student's space or touching the student. Avoid sudden responses including quick or unpredictable movements, sarcasm, becoming defensive, or communicating anger and frustration through body language.
Activate the schools Emergency Response Team using the Red Number on the staffroom phone. A member of the Executive and/or Leadership Team will arrive to assist in the de-escalation.
- 2. Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, only simple instructions or reassurances, protect the student's privacy where possible, be matter of fact and avoid responding emotionally. Often when escalated, students will want to cause an argument or won't want to talk at all. Be aware of this and respond either by acknowledging how they feel (if argumentative) or by informing that you are here to support them-but you will remain quiet while they are calming.
- 3. Do not get close to the student:** allow them space and also to be out of reach of arms (punch, hit, slap) and feet (kicks). Keep your body soft and even turn side on, move slowly. Reassure the student as you get nearer to them. Acknowledge that they are upset and that you want to help. Keep your sentences short and simple. When we are in an escalated state our brains are less able to process language. Try not to ask questions, the focus should be on the young person calming down and staying safe.
- 4. If they are beginning to show signs of calming, acknowledge and praise this:** Continue to reassure that whatever has happened can be resolved. Remember that feelings do not last forever and what they are feeling at the moment will eventually ease. Deep breaths are helpful here for both the students and the staff member assisting with the de-escalation. It may be around this stage of de-escalation that the student will start to inquire if they are going to receive a consequence for their behaviour. This isn't the time to discuss this as it could cause further escalation. Instead acknowledge their question and state that now is not the time to discuss this. Remind them that you are working together on calming down and that they can talk about consequences later.
- 5. Debrief:** It is really important when attending to an escalated incidence that staff are taken through a debrief. This may happen more than once, as debriefing allows a time for reflection on process as well as actions. Debrief with the student also needs to occur, this should only happen when the student has had sufficient time to recover from the escalation. It could be the next day or a few days later. If the student has complex behaviours, then this is a good time to review behaviour management plans and strategies that are in the plan.

De-escalation is initially the staff's priority to assist with maintaining a safe environment.

Related Procedures and Guidelines

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

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

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](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Phones away for the Day](#)

Legislative Delegations

Legislation

The Bremer State High School Student Code of Conduct is informed by the following legislation, which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Complaint Process

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Executive Principal. You are also welcome to lodge your complaint in writing or over the phone.

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