



# STUDENT CODE of CONDUCT

## 2025

Brisbane School of Distance Education

INNOVATION | INSPIRATION | INCLUSION



**BrisbaneSDE**



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**BrisbaneSDE**

**Brisbane School of Distance Education**  
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# Purpose

The Brisbane School of Distance Education (BrisbaneSDE) is committed to providing a safe, respectful and disciplined learning environment for students and staff. Students have opportunities to engage in quality learning experiences and to acquire values supportive of their lifelong wellbeing.

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

To achieve our commitment to appropriate behaviour and better learning, BrisbaneSDE understands its whole school responsibilities for the development of children with shared values, standards and relationships aligned to the Student Code of Conduct. Safety, respect and consistency are basic to the fundamental goals of excellence in teaching and high quality learning.

BrisbaneSDE has developed policies to support an integrated approach to behaviour, learning and teaching. The Student Code of Conduct is the school's behaviour policy, with information about school rules, consequences and processes for addressing such things as bullying and use of technology.

It is developed in consultation with the school community and is underpinned by the values of this community. It is designed to identify and support consistent good learning practices and 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.

# Vision

## Every student succeeding

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

# Endorsement

Executive Principal Name: Mr John Brew

Executive Principal Signature:



Date: 1 January 2025

# Contents

Executive Principal's Foreword .....	1
Contact Information .....	2
Section 1: Learning and Behaviour Statement .....	3
1.1 A cooperative school community.....	5
1.2 Whole-school beliefs .....	5
1.3 Student wellbeing and support network.....	6
1.4 Responsibilities .....	7
Section 2: Whole School Approach to Discipline .....	9
2.1 Building relationships and explicitly teaching student's expected behaviours .....	9
2.2 Consideration of individual circumstances .....	9
2.3 Differentiated learning for all students .....	10
Section 3: Legislative Delegations.....	13
Section 4: Recognising Positive Behaviour .....	14
Section 5: Expectations .....	16
5.1 Home-based and School-based Supervisors role .....	16
5.2 Attendance at BrisbaneSDE .....	17
5.3 Engagement policy and process.....	17
Section 6: Disciplinary Consequences .....	18
6.1 Possible actions and consequences.....	19
6.2 Positive and related unacceptable behaviours and consequences .....	21
6.3 Teachers to relate inappropriate or unacceptable behaviour to expected school behaviours .....	23
6.4 Enforcement of attendance, suspensions and cancellation of enrolment.....	23
6.5 School disciplinary absences (SDA) .....	24
Section 7: School Policies .....	26
7.1 School policy — ICT User Agreement (See Appendix 1).....	26
7.2 School policy — Appropriate use of social media .....	26
7.3 Laws and consequences of inappropriate online behaviour and cyberbullying.....	27
7.4 School policy — Use of personal technology devices by students including mobile phones .....	27
7.5 School policy — Preventing and responding to bullying .....	30
7.6 School policy — Keeping BrisbaneSDE safe.....	32
7.7 School policy — Restrictive practices .....	33
7.8 School policy — Critical incidents .....	34
Section 8: For Students & Parents—How to Report.....	36
Conclusion.....	36
Appendix 1.....	37



# Executive Principal's Foreword



BrisbaneSDE has a long and proud history of providing a unique learning environment for students and their families who are located in a variety of settings and contexts across Queensland, Australia and the world. BrisbaneSDE is a leader in the delivery of online learning for students. As a school we are committed to providing a safe, respectful and disciplined learning environment, for all students, staff, parents and visitors. We believe strong, positive relationships between all members of our school is essential in the success of all students. This approach to student learning underpinned by the school's values of Innovation, Inspiration and Inclusion, is provided through flexible, individualised and quality curriculum programs, combined with a focus on a respectful teacher-student relationship and Home-based and School-based Supervisor involvement.

Over the last five years, more than 90 percent of our students and parents have consistently rated us as a safe and caring school. This reputation is the result of deliberate policies and practices consistently applied by our staff. This Code of Conduct builds on our existing policies; the needs of our students; and our unique learning environment. It clearly outlines our expectations and standards and provides details of consequences if these are breached. The primary aim of this document is to contribute to our safe, caring and secure learning environment where each student succeeds.



John Brew  
Executive Principal

# Contact Information

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<b>Website</b>	<a href="http://www.brisbanesde.eq.edu.au">www.brisbanesde.eq.edu.au</a>
<b>School office hours</b>	7.30 am – 3.30 pm, every school day
<b>Contact Person</b>	The Executive Principal — <a href="mailto:theprincipal@brisbanesde.eq.edu.au">theprincipal@brisbanesde.eq.edu.au</a>
<b>Key Initial Contacts</b>	Student Protection issues — Deputy Principal of the Year Level Bullying issues — Year Coordinator





# Learning and Behaviour Statement

*BrisbaneSDE is committed to providing a safe, respectful and inclusive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and to acquire educational values supportive of their lifelong learning and wellbeing.*

Our Student Code of Conduct is designed to facilitate high standards of behaviour. This will enable learning and teaching in our school to be effective and students can participate positively in their education and as part of our school community.

## Shared responsibility

To achieve our commitment to positive behaviour and successful learning, BrisbaneSDE and the school community, through the Student Code of Conduct, undertake their shared responsibilities for the development of our children to have shared community values, high standards of behaviour and positive, supportive relationships. Safety, Respect and Consistency are basic to the fundamental goal of excellence in teaching and high-quality learning.

## Role of Annual Implementation Plan (AIP)

The Student Code of Conduct is supported by the BrisbaneSDE Annual Implementation Plan which is based on the BrisbaneSDE Vision Statement.

Each student succeeding through ...

## our VISION

Excellence in virtual learning

## our MISSION

Providing highly engaging learning opportunities for each student to succeed through innovation, inspiration and inclusion

## our VALUES

Enhancing each student's learning and wellbeing through working collaboratively and strengthening our collective capacity with families and the community

## our PRIORITIES

### Successful Learners

Fostering purposeful student engagement

### Productive Partnerships

Collaborating with families and educational networks

### Innovative Teaching

Designing inspiring learning experiences for a virtual environment

### Quality Curriculum

Delivering inclusive, contextual and future-focussed education

### Enhanced Capability

Upholding commitment to continuous improvement

### Efficient Operations

Maximising resources with strategic foresight



Innovation | Inspiration | Inclusion





## 1.1 A cooperative school community

Our Learning and Behaviour Statement is founded on research which shows that a positive classroom environment where all students are included and feel safe and supported improves student outcomes. Every member of the school community has a role to play in creating a safe supportive and disciplined school environment, where students can learn and achieve. BrisbaneSDE wants students to enjoy school in a cooperative learning environment. Bullying, harassment, discrimination and violence are actions and behaviours that are not acceptable in schools.

At BrisbaneSDE we believe in working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student's learning and wellbeing.

### A focus on wellbeing

At BrisbaneSDE, we believe that wellbeing impacts on the academic performance of students. Research supports the notion that improving the wellbeing of students improves the chances of succeeding in school and becoming happy, healthy and contributing members of their community and society.

Through our focus on continuous improvement and our policy and practices we work towards building and maintaining a positive, inclusive and resilient learning community for all.

BrisbaneSDE is committed to supporting the children, young people, staff and families in our learning community to achieve their best possible mental health. The school conducts a wellbeing program involving the delivery of regular wellbeing lessons. Wellbeing kits are also available for students to access. The program aligns with the Department of Education Student Learning and Wellbeing Framework. Wellbeing lessons are incorporated into the weekly timetable for all year levels. In partnership with 'BeYou', BrisbaneSDE has commenced this implementation of a whole-school Student Wellbeing program. Our lessons are thematically guided by the 'Wheel of Wellbeing' (a program of the Queensland Health Commission).

BrisbaneSDE is a registered 'BeYou' learning community. A 'Be You' Learning Community is a school committed to a whole learning community approach to mental health and wellbeing:

- Student Learning and Wellbeing Framework
- Supporting Students Mental Health and Wellbeing Procedures
- Inclusive education policy statement
- Personal and Social Capabilities: Australian Curriculum.

## 1.2 Whole-school beliefs

The Learning and Behaviour Statement is underpinned by the following beliefs that:

- BrisbaneSDE is a community of learners
- learning is enhanced by providing appropriate, flexible and varied curriculum which responds to individual needs, interests and styles of learning
- learning is fostered through the provision of quality and supportive teaching which recognises the unique needs of each individual
- learning is life-long and must be directed at developing all aspects of an individual - academic, social, emotional and physical
- all members of our school community are to be treated with respect, honesty and dignity and that their contributions to the school are recognised, valued and celebrated.

All members of the BrisbaneSDE school community can expect the following:

## BrisbaneSDE Code

(Rights to be enjoyed by all members of BrisbaneSDE community)

**Innovation:** To ask questions, share ideas and express opinions and allow others to do so.

**Inspiration:** To work together to obtain the best outcomes.

**Inclusion:** To be treated with, and treat others with courtesy, respect and fairness.

To show pride in your own achievements, the achievements of others and the achievements of our school.

Success in distance education is heavily dependent upon a successful partnership being established amongst the student, the home-based or school-based supervisor and the teacher.

## 1.3 Student wellbeing and support network

The following network of personnel provides support for students in this school, this may include:

- Community Engagement team members
- Teacher contact through attendance in regular online lessons
- Teacher contact through telephone and/or email
- Teacher Aides, including teacher aides for Aboriginal and Torres Strait Islander students and for students with verified disabilities
- Face-to-face contact through organised home/school base visits, enrichment days, regional based 'Picnics in the Park,' school camps and parent/teacher interviews
- Implements the Inclusive Education Policy
- Year-level Pathways and Year Coordinators
- Aboriginal and Torres Strait Islander Coordinator and Advisory Group
- Pathways and Engagement Team members — Student Support Services Network
- AARA Coordinator
- School Administration and Teaching Staff
- Guidance Officers
- Referral to Specialist Staff within the Department of Education through the Guidance Officer
- Heads of Department
- Heads of School
- Executive Principal
- Student Support Services Network
- Student Wellbeing Coordinator
- Connect teacher as support network

The school also has:

- A Student Council
- School Leadership positions
- Year-level student social sessions.

Contact details can be found on the school website.

Support is also available through the following government and community agencies, this may including:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services).



## 1.4 Responsibilities

There are confidentiality obligations for everyone in the school community limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences.

It is the responsibility of the student to:

- participate fully in the course by meeting attendance expectations, return of school work and assessment as outlined in the subject Work Rate Calendar, participate in online lessons, engage with online course material, make regular contact with teachers and attend face-to-face school events/activities where possible
- become familiar with the school's Assessment Policy and to comply with the requirements outlines (refer to Student Planner)
- at all times be respectful and show acceptance and support towards other students and staff
- follow appropriate protocols when engaged in online lessons with teachers and other students as outlined in the Information and Communications Technology (ICT) User Agreement (See Appendix)
- check Daily Notices on the BrisbaneSDE website at the start of each school day
- use their EQ assigned webmail address for all communications with the school and take efforts to maintain communication
- not use EQ emails, digital platforms or internet for non-school communications
- regularly ensure that email Inbox is not full
- have a good work ethic and comply with requests or directions from the teacher and other school staff members
- abide by school rules as outlined in this Student Code of Conduct, including not bringing items to school which could be considered dangerous
- meet homework requirements as outlined in the Student Planner
- respect school property, including resources that are on loan.

It is the responsibility of parents/guardian/home-based supervisors to:

- ensure your child participates fully in the educational program in which they are enrolled by meeting attendance expectations — refer to the Student Planner for further information
- ensure that explanations for temporary absences from lesson attendance are communicated with the school
- ensure that you have read and understood and meet the assessment requirements outlined in school's Assessment Policy (refer to Student Planner)
- ensure you comply with your legal obligation regarding compulsory schooling — details are contained within s.176 and s.178 of the **Education (General Provisions) Act 2006 (Qld)** ('the Act')
- ensure your child attends BrisbaneSDE lessons — section 176(1)(b) of 'the Act' provides that each parent of a child of compulsory school age has the obligation to ensure their child is attending school on every school day, for the educational program in which the child is enrolled. Failure to comply with the obligation in s.176(1)(b) 'the Act', without a reasonable excuse, is an offence. If you are prosecuted for an offence, you may be liable to a fine.
- ensure that your child has the necessary equipment (computer hardware and software, and internet connectivity) to be able to fully engage in an online learning environment
- understand the school may record online lessons
- regularly check the BrisbaneSDE website for information relevant to school activities
- attend, where possible, online, telephone or in person meetings for parents
- ensure that work submitted by students is the student's own
- inform the school of any problems that may affect your child's ability to learn
- treat all school staff with dignity and respect

- not make comment either through chat or microphone if the parent is engaged in the lesson (please contact the teacher after the lesson)
- to notify the school if the student is subject to criminal charges or a charge-related suspension
- notify the school of any custody issues or changes in family circumstances including changes in address and contact details
- understand that as students progress to Year 7 and beyond, they accept greater responsibility for their learning and the role of the home-based supervisor in online lessons decreases.

It is the responsibility of school staff to:

- treat students and parents with respect
- design and implement engaging and flexible learning experiences for individuals and groups for delivery in an online learning environment
- inform students, parents/carers/home-based supervisors about what the teachers aim to teach the students each term
- inform parents/carers/home-based supervisors at regular intervals about how their children are progressing
- provide quality and timely feedback to students on submitted work
- contact parents/carers/ home-based supervisors promptly if the school is concerned about the student's school work, behaviour, attendance or punctuality
- provide students, parents, guardians, home-based supervisors with a Work Rate Calendar or Assessment Calendar
- teach effectively and to set the highest standards in work and behaviour
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments in an online context
- store recorded lessons in a password protected environment
- support personal development and participation in society
- foster positive and productive relationships with families and the community
- clearly articulate the school's expectations regarding this Student Code of Conduct
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools.



# Whole School Approach to Discipline

Our P–12 School has a whole-school approach to discipline so that the implementation of our expectations, proactive strategies, referral and support processes are consistent across the school.

This approach incorporates our staff in:

- implementing expectations consistent with the school's Student Code of Conduct
- building relationships and explicitly teaching student's expected behaviours and providing opportunities for them to practise the expected behaviours
- taking into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate student behaviour
- providing differentiated teaching to respond to the particular learning needs of all students as a regular part of classroom instructional practice.

Our staff familiarise themselves with the school's Student Code of Conduct, including support and response strategies for students.

## 2.1 Building relationships and explicitly teaching student's expected behaviours

Our staff are central to creating and maintaining supportive and safe learning environments for all of our students. Their first priority is to develop trusting relationships with students and parents to engage them meaningfully in the learning continuum. Our staff recognise that learning is a collaborative process between students, teachers and parents/caregivers and build effective relationships that encourage and enhance the learning experience and wellbeing of the student. Our teachers plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Our staff establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing. They establish and implement inclusive and positive interactions to engage and support all students in classroom activities. Our staff establish and maintain orderly and workable routines to create an environment where the focus of the classroom is spent on learning tasks. They manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. Our staff ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. They incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

## 2.2 Consideration of individual circumstances

Our staff have a commitment to each student's wellbeing. We understand and respect each student's individual circumstances and, when responding to inappropriate behaviours, take into account student's behaviour history, disability, differing abilities, mental health and wellbeing, cultural considerations and home environment. Each teacher knows their students and accesses OneSchool (the Department of Education Learning Management System) to understand any personalised learning or support plans that have been developed for particular students. All supports are documented in OneSchool and these provide teachers/Heads of Department and Heads of School with information to consider when applying any appropriate disciplinary response. Information about students is confidential and teachers are aware of their obligations in sharing information about individual student circumstances with necessary staff and the student's parents.

BrisbaneSDE considers the individual circumstances of students when applying support and consequences by:

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

## 2.3 Differentiated learning for all students

Our school uses a whole school approach to differentiated teaching and learning for all students. The diverse learning needs of a school community, cohorts, classes, groups and individuals are identified through school data profiles and individual student profiles. The school responds to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning (Whole School, Year level plans and Unit Plans.) This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement and 'each student improving'. (BrisbaneSDE Strategy Focus 2020–2023)

Differentiated learning is fundamental to ensuring that all students are engaged in their learning where they feel supported.

Differentiation for all students is provided through teaching which becomes increasingly personalised:

- a. Differentiated and explicit teaching
- b. Focussed teaching
- c. Intensive teaching
- d. Intensive behaviour support

Our teaching staff engage in these three levels of differentiation. We use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. They structure teaching programs using research and collegial advice about how students learn.

### a. Differentiated and explicit teaching

Our teaching staff:

- design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. They design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and the histories of Aboriginal and Torres Strait Islander students
- develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. They design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements
- plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning. They use differentiated and explicit teaching in their online lessons. They utilise focussed teaching for identified students and intensive teaching for a number of students who require reasonable adjustments to their learning
- apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. They organise content into coherent, well-sequenced learning and teaching programs. Teaching





staff set explicit, challenging and achievable learning goals for all students. They plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. They develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning

- provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. Additional support is provided to students with learning and/or behaviour difficulties and revisit learning and behavioural skills in structured teaching strategies. Our focussed teaching provides students with more opportunities to practice skills and provide students with multiple opportunities to achieve success of the intended learning and expected behaviour.

## b. Focused teaching

Focused teaching for groups and individuals is planned in response to formative assessment. It includes teaching understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning. This may include:

- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning
- activating prior knowledge by making explicit connections to new learning adjusting the literacy and language demands
- providing a variety of instructional methods with additional opportunities to practise and achieve
- scaffolding tasks.

Following planned focused teaching and analysis of formative assessment teachers identify students who:

- require ongoing focused teaching
- no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching
- require intensive teaching.

## c. Intensive teaching

At the same time as intensive teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class. Teaching Staff unpack intensive teaching supports involving frequent and explicit instruction of individuals or in small groups to develop mastery of basic behavioural concepts, skills and knowledge. Cross-school support, behaviour assessments and support plans as well as multi-agency collaboration may be provided to support students.

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific behaviours, understandings and skills. It includes explicitly teaching, discrete understandings and/or skills from particular content descriptions. This may include:

- developing personal and specific learning and behavioural goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies and additional resources
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses to tasks and situations
- use of assistive technology.

For some students, intensive teaching may be needed for a short period of time to master discrete understandings and skills for extension, enrichment or behaviour improvement.

## d. Intensive behaviour support

For the small number of students who continue to display behaviours that are deemed complex and challenging, an individualised, function-based behaviour assessment and support plan is developed. Multi-agency collaboration may also be provided to support the student.

Individual students who present with particularly challenging behaviours are provided with support through a variety of strategies including:

- programming modification — emphasis on producing positive outcomes and for students to experience success
- referral to the Guidance Officer or Deputy Principal (DP)
- referral to Inclusion and Student Support (ISS)
- referral to Student Support Services Meeting
- referral to specialist intervention, e.g. CYMHS (Child Youth Mental Health Services)
- referral to Regional Transition Officer
- consultation with appointed medical personnel in cases of students enrolled under Medical category of enrolment
- development of an individual Behaviour Support Plan where necessary.

Intensive Behaviour Support is also provided to students who are enrolled with complex backgrounds including students who are excluded from other schools, students on charge related suspensions and students with very complex behavioural and social dysfunction.

In these cases the Executive Principal retains the right to refuse enrolment (through referral to the Director General of Education) or manage the enrolment through a risk assessment which considers the wellbeing and safety of all students.

In this case the Executive Principal may put in place Individual Behaviour Support Plans which may include:

- referral to another School of Distance Education which caters for students learning provided by independent learning materials
- learning to occur through recorded lessons only
- live online lessons with restricted functionality including access to chat
- limited or no access to Department of Education emails accounts
- limited or no access to other students
- directions that include no contact with other students.

# Legislative Delegations

## Legislation

The following are links to legislation which influences the form and content of discipline procedures in all Queensland State Schools, including BrisbaneSDE:

- [\*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 Heads of School.

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

- [\*Education \(General Provisions\) Act 2006 Delegation of Director-General’s Powers\*](#)
- [\*Education \(General Provisions\) Act 2006 Delegation of Minister’s Powers\*](#)
- [\*Education \(General Provisions\) Act 2006 Director-General’s Powers\*](#)
- [\*Education \(General Provisions\) Regulation 2017 Minister’s Powers\*](#)
- [\*Education \(General Provisions\) Regulation 2017 Director-General’s Powers\*](#)

# Recognising Positive Behaviour

The aim of recognising positive behaviours is to encourage students to continue demonstrating positive behaviours. Below are some of the positive behaviours to be expected of students and the complementary strategies to achieve these positive behaviours.

	Positive behaviours	Strategies for success
INSPIRATION	Engagement in Learning <ul style="list-style-type: none"> <li>Engage in school life</li> <li>Attend all online lessons</li> <li>Adhere to the Work Rate Calendar (WRC)</li> <li>Maintain regular contact with teacher (including students who are either exempt or ill)</li> <li>Acknowledge and take ownership for our and others achievements and actions</li> <li>Positive behaviour leading to invitation to attendance at school functions including camps and extension activities</li> <li>Completing set work to the best of students ability in the time given</li> <li>Respond promptly to all questions using tools or chat.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt and submit all required assessment tasks in line with the WRC deadlines/timelines</li> <li>Discuss curriculum concerns with the teacher/s or ask home-based/ school-based supervisors to discuss concerns on student behalf</li> <li>Log in on time, participate in and stay for the duration of all online lessons</li> <li>Home-based/school-based supervisor to contact the school if the student is absent from an online lesson</li> <li>If exempt from online lessons, contact teacher at least once a week preferably by email to give an update on what work has been completed and what the student is currently working on and to discuss progress and concerns.</li> </ul>
INCLUSION	Respect for Others <ul style="list-style-type: none"> <li>Act at all times with respect and show tolerance towards other students and staff</li> <li>Follow appropriate protocols when engaged in online and web-conference sessions with teachers and other students as outlined in the Information and Communications Technology (ICT) User Agreement take care of the safety of persons and property.</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' views and input</li> <li>Respect the privacy of others, including keeping interactions confidential</li> <li>Contribute towards a positive classroom environment</li> <li>Use appropriate language.</li> </ul>
	Respect for Property <ul style="list-style-type: none"> <li>Respect school property, including resources that are on loan</li> <li>All resources that are on loan are to be returned on time and in the same condition as leant</li> <li>Respect their own and others' possessions.</li> </ul>	<ul style="list-style-type: none"> <li>Keep all resources in a secure area</li> <li>Return all loaned resources in good condition</li> <li>When on the BrisbaneSDE site, conduct oneself in a safe and responsible manner</li> <li>Bring the required equipment and resources for school-related activities</li> <li>Ask a school staff member if items need to be borrowed</li> <li>Avoid bringing valuable items to the BrisbaneSDE site.</li> </ul>
	Organisational Requirements <ul style="list-style-type: none"> <li>Comply with instructions/directions from the teacher and other school staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Check emails regularly</li> <li>Respond to teacher contact</li> <li>Complete online tasks</li> <li>Follow directions when visiting the BrisbaneSDE site.</li> </ul>
INNOVATION	Work Safety <ul style="list-style-type: none"> <li>Follow Curriculum Risk Assessment Supervisors Safety Agreement including directions from all staff and supervisors</li> <li>Share ideas and respect the ideas of others</li> <li>Collaboratively solve problems</li> <li>Seek assistance promptly when not understanding or having difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Only bring safe and legally permissible items to the BrisbaneSDE site and school-related activities</li> <li>Only participate in activities that are approved through your teacher or home-based supervisor</li> <li>Share to build knowledge</li> <li>Work with others to improve everyone's learning.</li> </ul>



## Recognition strategies

There are a several ways in which BrisbaneSDE recognises positive behaviour of students in the online learning environment. Some include:

<b>INSPIRATION</b>	<ul style="list-style-type: none"><li>• Use of icons (smiley face, ticks, high fives) during lessons</li><li>• Use of animated gif awards</li><li>• Positive postcards</li><li>• Effort/happy grams</li></ul>
<b>INCLUSION</b>	<ul style="list-style-type: none"><li>• Congratulating students within class via a slide etc.</li><li>• Certificates for effort (end of week, month, term, semester)</li><li>• Assessment feedback including use of stickers, stamps</li><li>• Reports</li></ul>
<b>INNOVATION</b>	<ul style="list-style-type: none"><li>• Verbal and written, e.g. chat, recognition during lessons</li><li>• Encouraging students to use tools to acknowledge other students</li><li>• Communication (email/phone) with parents/home-based/school-based supervisors/students after lesson</li><li>• Spontaneous phone calls</li></ul>

# Expectations

## 5.1 Home-based and School-based Supervisors role

The Home-Based and School-based Supervisors role is crucial in supporting our students' learning.

### Prep to Year 6

It is an expectation that every student enrolled in Primary School is supervised and supported. The home-based supervisor is required to be of adult age (18 years and over). The success of a student in distance education relies heavily on the crucial role that the home-based supervisor plays in supporting the supervision and implementation of the program.

Students are not able to be unsupervised in an online lesson. They need the ongoing support of the home-based supervisor. Before a decision is made to engage in the online learning provided by BrisbaneSDE, a prospective home-based supervisor needs to be aware they:

- must be present with the student during the day. (There are legal repercussions for supervisors who leave students unattended for extended periods of time — particularly students of a certain age group.)
- are responsible for support of curriculum delivery in partnership with the teacher adhere to the expectation that students attend all lessons
- are responsible for provision and maintenance of all hardware and software equipment required to engage with BrisbaneSDE
- are responsible for ensuring students meet the assessment requirements and timelines
- are required to provide explanation for absence from online lessons
- must have signed the Curriculum Risk Assessment Supervisors Safety Agreement
- accept supervision and responsibility for the conduct of any teacher directed curriculum activities
- must refrain from engaging directly in lessons or assemblies via chat, microphone or webcam, unless requested by the teacher.

Students will be required to participate in a variety of activities, including sports and learning experiences that will require active supervision of students by the home-based supervisor. The home-based supervisor accepts responsibility for the safety of the student during these activities. If students are absent from classes, then it is the home-based supervisor's responsibility to ensure contact is made with class teacher.

### Years 7 to 12

It is generally assumed that a student in Years 7 to 12 has developed skills to begin to operate as an independent learner. The main interactions guiding the learning process occur at the teacher-student level. (The role of the home-based supervisor becomes more of a supervisory and support role for the student.) The home-based supervisor oversees student participation in the program, attendance at all online lessons and compliance with the Work Rate Calendar/Learning Guide requirements for each subject. If a deadline cannot be met, the home-based supervisor needs to discuss this with the relevant class teacher. Home-based supervisors are encouraged to contact the relevant Head of Department to discuss any issues relating to the program delivery. Home and School- Based Supervisors:

- are responsible for provision and maintenance of all hardware and software equipment required to engage with BrisbaneSDE
- are responsible for ensuring students meet the assessment requirements and timelines
- are required to provide explanation for absence from online lessons
- must have signed the Curriculum Risk Assessment Supervisors Safety Agreement
- accept supervision and responsibility for the conduct of any teacher directed curriculum activities
- must refrain from engaging directly in lessons or assemblies via chat, microphone or webcam, unless requested by the teacher.





## 5.2 Attendance at BrisbaneSDE

At BrisbaneSDE, learning is delivered online between 8 am and 2 pm. These lessons occur as part of a normal timetabled school day. Students are expected to attend all lessons which are delivered via a web conferencing platform and require internet access.

Prep to Year 6 Students are expected to attend school each day and will be timetabled into lessons for each learning area on a daily basis. These lessons will vary between 30–60 minutes depending upon the curriculum area and age of the students. Lesson delivery times may be varied to suit timetabling requirements. All students will be advised of their lesson timetable by their class teacher(s).

Years 7 to 12 students are expected to participate in all lessons. Students will receive their timetables at the commencement of their enrolment outlining the time allocations to subjects. Further information regarding the time allocation and other essential information can be found in the Subject Guides on the BrisbaneSDE website.

Parents/Guardians must notify the school of all absences (including IT issues that prevent a student from entering class). Absences longer than 10 days need to be applied for and approved by the Executive Principal.

## 5.3 Engagement policy and process

### Student engagement

#### Prep to Year 6

Attendance at lessons in all subjects in online lessons is an expectation of enrolment at BrisbaneSDE. The class teacher will monitor the attendance at lessons of each student.

Students are expected to attend every timetabled lesson. If a student is unable to attend a lesson, it is the responsibility of the parent/caregiver to notify the school absence line (07) 3727 2666 or email [absences@brisbanesde.eq.edu.au](mailto:absences@brisbanesde.eq.edu.au).

Students enrolled in distance education are also required to return all assessment items as required by the Work Rate Calendar for each subject. Schooling is compulsory from Prep to Year 6 (Primary) and all enrolled students are expected to attend all online lessons and complete all subject work, as directed by classroom teachers and scheduled in Work Rate Calendars.

The class teacher will maintain a record of work returned. Concerns in relation to non-return of work and/or non-engagement with the program will be referred through the school's Engagement Process to the Head of Department, Head of Department Pathways and Engagement and if required to the Deputy Principal. Parents/ Caregivers have a legal obligation under the Education (General Provisions) Act 2006 to ensure that their child is engaged in the educational program being provided by the school. The school will follow up reported cases of non-engagement/non-attendance.

#### Years 7 to 12

Attendance and engagement is monitored and followed up by teachers, Heads of Department, Year Coordinators of Students and members of the Administration. This includes online lesson attendance and return of assessment.

In Years 7 to 10, all students are in the compulsory phase of schooling. Students must participate in all lessons and complete all course work as outlined in the Work Rate Calendars and by due dates.

In Years 11 to 12, students must submit all assessment items to receive credit. If a student fails to engage appropriately, they may be asked to 'show cause' as to why they should be allowed to continue in the subject. Students who are post compulsory school age and who fail to adhere to the attendance and engagement processes of the school will have their enrolment reviewed.

In Years 11 to 12, all students must be on a minimum full QCE/QCIA pathway. Students not meeting this requirement, due to non-engagement, may need to 'show cause' in regard to their continued enrolment. Support to plan any changes to a senior program is available by contacting the Pathways and Engagement Team

Return of assessment, as outlined in the subject Work Rate Calendar, is a requirement of enrolment. Functionality is provided for the electronic submission of work. Non-compliance with regular return of assessment will affect academic rating and continued enrolment.

# Disciplinary Consequences

The BrisbaneSDE Student Code of Conduct ensures that positive behaviours are encouraged and supported and are a part of the fabric of school life. This enables the school to maintain a safe and supportive learning environment for all our students. Our staff understand and respect each student's background and individual circumstances. When responding to inappropriate behaviours staff take into account a student's behaviour history, disability, differing abilities, mental health and wellbeing, cultural considerations and home environment. Each teacher knows their students and this assists in the determination of consequences.

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

The majority of students are 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. Some students may experience difficulty 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 the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching may be needed 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 in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

## Differentiated responses to behaviour

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

These are:

- Differentiated
- Focussed
- Intensive



## 6.1 Possible actions and consequences

	Behaviour categories	Possible actions in general classroom behaviour management	Referral process for repeated behaviours and actions
DIFFERENTIATED	<ul style="list-style-type: none"> <li>Failure to participate in all online lessons:               <ul style="list-style-type: none"> <li>if students' have logged in but not participated in class activities or responded to the teacher.</li> </ul> </li> <li>Failure to submit work within lessons and/or during assessment processes.</li> <li>Inappropriate behaviours during lessons:               <ul style="list-style-type: none"> <li>Disrupting the learning of others include writing inappropriately on the board, inappropriate chat, inappropriate use of the 'raise hand' function.</li> </ul> </li> </ul>	<p>Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>pre-correction</li> <li>non-verbal and visual cues</li> <li>whole-class practising of routines</li> <li>ratio of five positive to one negative commentary or feedback to class</li> <li>corrective feedback, e.g. Online 'Hand up when you want to ask a question'</li> <li>rule reminders</li> <li>explicit behavioural instructions</li> <li>removal of chat privileges in online lessons</li> <li>revised placement of students in breakout rooms and relocation of student/s</li> <li>individual positive reinforcement for appropriate behaviour</li> <li>class-wide incentives</li> <li>reminders of incentives or class goals</li> <li>redirection</li> <li>low voice and tone for individual instructions</li> <li>give 30 second 'take-up' time for student/s to process instruction/s</li> <li>break down tasks into smaller chunks</li> <li>provide positive choice of task order, e.g. 'Which one do you want to start with?'</li> <li>prompt student to take a break or time away in class</li> <li>model appropriate language, problem solving and verbalise thinking process, e.g. 'I'm not sure what is the next step, who can help me?'</li> <li>provide demonstration of expected behaviour</li> <li>private discussion with student in private chat about expected behaviour</li> <li>reprimand for inappropriate behaviour</li> <li>Warning of more serious consequences, e.g. removal from online class</li> <li>removal from on-line class</li> <li>contact with home- or school-based supervisor</li> <li>after class behaviour discussion.</li> </ul>	<p>Minor — Classroom teacher / other support services</p> <ul style="list-style-type: none"> <li>OneSchool 'Behaviour Support' single or multiple record of behaviour incident.</li> <li>After three separate behaviour incidents for similar behaviours recorded within OneSchool and contact home to the family via email and phone a teacher is to refer through OneSchool to a HoD for intervention.</li> </ul>

	Behaviour categories	Behaviour management action	Referral process
FOCUSSED	<ul style="list-style-type: none"> <li>Bullying/harassment/ violence/threats</li> <li>Behaviours towards others</li> <li>Consistent inappropriate behaviours during lessons</li> <li>Intentional failure to follow instructions to ensure the safety of self and/or others</li> <li>Non-return of assessment work</li> <li>Non-return of resources / return of damaged resources</li> </ul>	<p>Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>Functional Behaviour Assessment</li> <li>Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan)</li> <li>Targeted skills teaching in small group</li> <li>Behavioural contract</li> <li>Counselling and guidance support</li> <li>Self-monitoring plan</li> <li>Check in Check Out strategy</li> <li>Teacher coaching and debriefing</li> <li>Referral to Student Support Services (SSS) for team based problem solving</li> <li>Stakeholder meeting with parents and external agencies</li> </ul>	<ul style="list-style-type: none"> <li>Minor: Behaviour Incident Report in OneSchool</li> <li>Major: Behaviour Incident Report in OneSchool with referral to Head of Department</li> <li>Major: Behaviour Incident Report in OneSchool after HoD intervention and no change in behaviour referral to Deputy Principal.</li> </ul>
INTENSIVE	<ul style="list-style-type: none"> <li>Illegal activity, e.g. drug related matters</li> <li>Possession of prohibited items/content</li> <li>Theft</li> <li>Deliberate damage</li> <li>Persistent refusal to participate in the educational program of instruction</li> <li>Refusal to return work as outlined in the Work Rate Calendar (WRC)</li> <li>Serious IT behaviour-inappropriate content</li> </ul>	<p>School leadership — team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>functional Behaviour Assessment based individual support plan</li> <li>complex case management and review</li> <li>stakeholder meeting with parents and external agencies including regional specialists</li> <li>referral for Student Protection Report</li> <li>temporary removal of student property (prohibited item)</li> <li>enforcement of Attendance Process</li> <li>short term suspension (up to 10 school days)</li> <li>long term suspension (up to 20 school days)</li> <li>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)</li> <li>suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)</li> <li>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)</li> <li>cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.</li> </ul>	<ul style="list-style-type: none"> <li>Major: Behaviour Incident Report in OneSchool teacher Head of Department behaviour referral to Deputy Principal.</li> </ul>



## 6.2 Positive and related unacceptable behaviours and consequences

The following is a guide for positive and unacceptable behaviours and consequences. The list is not exhaustive.

	Positive behaviours	Strategies for success	Unacceptable behaviour	Possible consequences (not an exhaustive list )
INSPIRATION	<p>Engagement in Learning:</p> <ul style="list-style-type: none"> <li>Engage in school life</li> <li>Attend all online lessons</li> <li>Adhere to the Work Rate Calendar (WRC)</li> <li>Maintain regular contact with teacher (including students who are either exempt or ill)</li> <li>Acknowledge and take ownership for our and others achievements and actions</li> <li>Positive behaviour leading to invitation to attendance at school functions including camps and extension activities</li> <li>Completing set work to the best of students ability in the time given</li> <li>Respond promptly to all questions using tools or chat</li> </ul>	<ul style="list-style-type: none"> <li>Attempt and submit all required assessment tasks in line with the WRC deadlines/timelines.</li> <li>Discuss curriculum concerns with the teacher/s or ask home-based / school-based supervisors to discuss concerns on student behalf.</li> <li>Log in on time, participate in and stay for the duration of all online lessons.</li> <li>Home-based / school-based supervisor to contact the school if the student is absent from an online lesson.</li> <li>If absent from online lessons, contact teacher regularly preferably by email to give an update on what work has been completed and what the student is currently working on and to discuss progress and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Failure to attend online lessons</li> <li>Failure to submit work as per the WRC.</li> <li>Failure to follow directions during online lessons</li> <li>Unacceptable behaviour leading up to attendance at school functions including camps and extension activities.</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> <li>Warning in online lessons via personal chat messages</li> <li>Removal of student into breakout room to complete set work without peers</li> <li>Removal of tools within online lessons, e.g. disabled chat and mic tools</li> <li>Removal of student from online lesson and to access lesson recording to complete expected work</li> <li>Consultation with teachers</li> <li>Contact by class teacher / Year Coordinator / Head of Department</li> <li>Contact by Administration — non-engagement letter. No response to contact — initiation of truancy procedures in accordance with Education (General Provisions) Act, may result in subject or enrolment cancellation</li> <li>Attendance at camp or extension activity withdrawn</li> <li>Parental contact to collect student from camp</li> </ul>
INCLUSION	<p>Respect for others</p> <ul style="list-style-type: none"> <li>Act at all times with respect and show tolerance towards other students and staff.</li> </ul> <p>Follow appropriate protocols when engaged in online and web-conference sessions with teachers and other students as outlined in the Information and Communications Technology (ICT) User Agreement.</p>	<ul style="list-style-type: none"> <li>Respect others' views and input.</li> <li>Respect the privacy of others, including keeping interactions confidential.</li> </ul> <p>Contribute towards a positive classroom environment.</p> <p>Use appropriate language.</p>	<ul style="list-style-type: none"> <li>Bullying including cyberbullying (unsolicited email contact, email harassment)</li> <li>Harassment and violence/threats.</li> </ul> <p>Disruptive behaviours</p> <p>Abusive language or gestures including inappropriate electronic communications, e.g. email, chat in online lessons.</p>	<ul style="list-style-type: none"> <li>Parents informed.</li> <li>Warning in online lessons via personal chat messages</li> <li>Removal of student into breakout room to complete set work without peers.</li> </ul> <p>Removal of tools within online lessons, e.g. disabled chat and microphone tools.</p> <p>Removal of student from online lesson and to access lesson recording to complete expected work.</p> <p>Consultation with teachers and school executive.</p> <p>Intervention program</p> <p>Possible suspension / recommendation for exclusion</p> <p>Cancellation of enrolment.</p>

	Positive behaviours	Strategies for success	Unacceptable behaviours	Possible consequences (not an exhaustive list )
INCLUSION (continued)	Respect for property <ul style="list-style-type: none"> <li>Respect school property, including resources that are on loan</li> <li>All resources that are on loan are to be returned on time and in the same condition as leant.</li> <li>Respect their own and others' possessions.</li> </ul>	<ul style="list-style-type: none"> <li>Keep all resources in a secure area</li> <li>Return all loaned resources in good condition</li> <li>When on the BrisbaneSDE site, conduct oneself in a safe and responsible manner.</li> <li>Bring the required equipment and resources for school-related activities</li> <li>Ask a school staff member if items need to be borrowed</li> <li>Avoid bringing valuable items to the BrisbaneSDE site.</li> </ul>	<ul style="list-style-type: none"> <li>Non-return of resources on loan</li> <li>Theft</li> <li>Deliberate damage.</li> </ul>	<ul style="list-style-type: none"> <li>Parents informed.</li> <li>Damage repaired and or restitution costs</li> <li>Meet with school's Deputy Principal / Executive Principal – consequences negotiated</li> <li>Reimburse or return of stolen goods / possible police action</li> <li>Possible suspension / recommendation for exclusion</li> <li>Cancellation of enrolment.</li> </ul>
	Organisational requirements <ul style="list-style-type: none"> <li>Comply with instructions/directions from the teacher and other school staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Check emails regularly</li> <li>Respond to teacher contact</li> <li>Complete all set tasks</li> <li>Follow direction when visiting the BrisbaneSDE site.</li> </ul>	<ul style="list-style-type: none"> <li>Intentional failure to follow teachers' direction</li> <li>Consistent failure to follow teachers' direction.</li> </ul>	<ul style="list-style-type: none"> <li>Contact by Head of Department / Deputy Principal</li> <li>Removal from class activities until return negotiated</li> <li>Suspension</li> </ul>
	Work safety <ul style="list-style-type: none"> <li>Follow Curriculum Risk Assessment Supervisors Safety Agreement including directions from all staff and supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>Only bring safe and legally permissible items to the BrisbaneSDE site and school-related activities</li> <li>Only participate in activities that are legally sanctioned.</li> </ul>	<ul style="list-style-type: none"> <li>Illegal activity, e.g. drugs related matters.</li> </ul>	<ul style="list-style-type: none"> <li>Parents informed</li> <li>Meeting with school's Principal</li> <li>Police informed (where appropriate)</li> </ul> OR <ul style="list-style-type: none"> <li>Suspension/recommendation for exclusion occurs</li> <li>Cancellation of enrolment.</li> </ul>
INNOVATION	<ul style="list-style-type: none"> <li>Share ideas and respect the ideas of others</li> <li>Collaboratively solve problems</li> <li>Seek assistance promptly when not understanding or having difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Share to build knowledge</li> <li>Work with others to improve everyone's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent disruptive behaviour</li> <li>Plagiarism</li> <li>Failure to acknowledge resources</li> <li>Use of offensive language and terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Parents informed</li> <li>Removal of tools within online lessons e.g. disabled chat and microphone tools</li> <li>Removal of student from online lesson and to access lesson recording to complete expected work</li> <li>Consultation with teachers and school executive</li> <li>Intervention program</li> <li>Possible suspension / recommendation for exclusion</li> <li>Cancellation of enrolment</li> </ul>





## 6.3 Teachers to relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. An example of a strategy that staff members may use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses.

## 6.4 Enforcement of attendance, suspensions and cancellation of enrolment

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends a school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse.

### **Education (General Provisions) Act 2006**

#### **Parents' obligations**

##### **176 Obligation of each parent**

(1) *Each parent of a child who is of compulsory school age must —*

- (a) *ensure the child is enrolled at a State school or non-State school; and*
  - (b) *ensure the child attends the State school or non-State school, on every school day, for the educational program in which the child is enrolled;*
- unless the parent has a reasonable excuse.*

Each parent of a young person in the compulsory participation phase has the legal obligation to ensure that the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

Parents may be prosecuted if they do not fulfil their legal obligations in regard to enrolment and attendance of their child at school, or participation in an eligible option. An authorised officer from either a school or region can seek consent from their Regional Director to refer a case to the Queensland Police Service to consider prosecution.

##### **177 What is attendance**

(1) *A child attends a State school or non-State school only if the child complies with the school's requirements about physically attending, at particular times, its premises or another place.*

(2) *However, despite subsection (1) —*

- (a) *a child enrolled in a program of distance education is taken to attend the school of distance education offering the program by completing and returning the assigned work for the program.*

## Enforcement of attendance

When a school identifies unexplained or unsatisfactory absences or patterns of absences or unsatisfactory return of work, an authorised officer may take steps to enforce the parental obligation that a child of compulsory school age attends school, including completing and returning the assigned work for the program. Steps may include:

- assessing reasons for absence and determining if they are reasonable or not
- offering support to the family to improve attendance or implement alternative arrangements
- issuing notices, and
- seeking consent from the Regional Director to prosecute.

## Enrichment activities and face-to-face activities

Time out (for breach at face-to-face activity)	The Executive Principal or school staff may use time out (also within web conference e.g. breakout room) as a strategy for students to manage their own behaviour and to assist the student to calm down.
Temporary Removal of Property	The Executive Principal or staff member of BrisbaneSDE has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.

## 6.5 School disciplinary absences (SDA)

### Suspension/Exclusion

Suspension and exclusion will be used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan will be used. In the case of exclusion, the school will work with regional support officers to find a suitable alternative location for the student to continue their education.

Suspension	The Executive Principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"><li>• disobedience by the student</li><li>• misconduct by the student</li><li>• other conduct that is prejudicial to the good order and management of the school.</li></ul>
Behaviour Improvement Condition	<p>The Executive Principal may impose a behaviour improvement condition if they are reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's Executive Principal. The program must be:</p> <ul style="list-style-type: none"><li>• reasonably appropriate to the challenging behaviour</li><li>• conducted by an appropriately qualified person</li><li>• designed to help the student not to re-engage in the challenging behaviour</li><li>• no longer than three months.</li></ul>
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"><li>• disobedience</li><li>• misconduct</li><li>• other conduct that is prejudicial to the good order and management of the school, or</li><li>• breach of Behaviour Improvement Conditions.</li></ul>
Cancellation of enrolment	The enrolment of a post compulsory school age student or school-based student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.



## Appeals

Parents may appeal any School Disciplinary Absence (SDA) over 10 school days. An appeal is a thorough review of all documentation associated with the School Disciplinary Absence (Suspension, Exclusion, Cancellation) and provides an opportunity for both the school and the family to present their case in the matter. It is important that the purpose of the appeal is understood so that expectations are clear and appropriate supports are in place to ensure student can continue to access their education while completing their SDA.

## Re-entry following a School Disciplinary Absence

Students who are suspended from BrisbaneSDE will be asked to attend a re-entry meeting on the day or day before their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/guardian back to school. The aim of the meeting is for school staff to set the student up for future success and to strengthen to home-school communication. The inclusion of support staff such as guidance officers may also offer important advice to ensure a successful outcome.

# School Policies

## 7.1 School policy — ICT User Agreement (See Appendix 1)

Information and Communications Technology User Agreement Guidelines for Information and Communications Technology (ICT)) use at BrisbaneSDE (Appendix 1 for full Agreement).

Information and Communications Technology (ICT) facilities and devices provide innovative and engaging opportunities for teaching and learning. ICT are provided at BrisbaneSDE for educational and research purposes.

The User Agreement sets out the expectations for acceptable use of ICT for all students. This document also refers to what parents/guardians/supervisors and students are agreeing to, appropriate use of social media and appropriate online behaviour and cyberbullying.

BrisbaneSDE is committed to promoting and maintaining a culture of online behaviour that provides a safe, respectful and disciplined environment for students and staff. With the support of DoE, BrisbaneSDE employs systems to assist in managing and monitoring student access to ICT and avoiding and reducing access to harmful online content and materials. While every reasonable effort is made by the school to ensure students' use of ICT is safe and positive, developing positive online behaviours and protecting against negative influence is an ongoing and collaborative task that requires the active involvement of parents and caregivers.

Online behaviour can form the basis for criminal offences. The school may need to report serious instances of inappropriate online behaviour or content to police.

Behaviour that is in violation of this acceptable use agreement may form the basis for disciplinary action.

## 7.2 School policy — Appropriate use of social media

### Appropriate use of social media

Students of BrisbaneSDE are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation
- BrisbaneSDE will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.



## 7.3 Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

- unlawful stalking
- computer hacking and misuse
- possession of child exploitation material involving a child in making child exploitation material
- making child exploitation material
- distribution of child exploitation material
- criminal defamation.

There are significant penalties for these offences.

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

### Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

## 7.4 School policy — Use of personal technology devices by students including mobile phones

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

With the changing world BrisbaneSDE recognises that students will have/need access to a wide range of Personal Technology Devices. Rather than banning such devices from school premises, BrisbaneSDE encourages the responsible use of all technology devices as outlined below. BrisbaneSDE accept no responsibility for the loss, damage or misuse of such items whilst on school premises. Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### Use of Mobile Devices

In accordance with the state-wide 'Away for the Day' policy, students will need to keep their mobile phones and wearable devices (mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet) switched off and out of sight during excursions, incursions and other school activities such as camp and connect/sports days.

Students may only use their mobile phone or have wearable device notifications enabled during these times only if they are participating in a teacher-led educational activity, and have received approval from their teacher, or if students have an approved exemption for medical, disability and/or wellbeing reasons.

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

## Special circumstances arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with a Deputy Principal.

## Temporary removal of student property by school staff

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, students and visitors.

State school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:

- consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school
- consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, principals and state school staff members are not permitted to search student property, e.g. a student's school bag, unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

## Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or activity sessions. During enrichment days or exams on site, personal technology devices may only be used at morning tea and lunch breaks and before and after school.

## Recording voice and images

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

We uphold the value of trust and the right to privacy at BrisbaneSDE. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting





or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony. These images should only be provided to school authorities for appropriate action.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup>, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording are in breach of this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

## Text communication

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

## Assumption of cheating

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

## Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

## 7.5 School policy — Preventing and responding to bullying

BrisbaneSDE strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity; and
- ensuring the safety and wellbeing of all members of the school community.

There is no place for bullying in BrisbaneSDE. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at BrisbaneSDE include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate online chat or text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying refers to incidents that can include:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

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.

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 BrisbaneSDE, our staff will work to quickly respond to any matters of this nature. The school will collaborate with students and parents.

At BrisbaneSDE there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.



## Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, we would expect students to act in such a way that those who bully are not socially reinforced for demonstrating it.

## Prevention

Our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- all students have been or are being taught the specific routines for attending all online lessons, or expected behaviours whilst on-site at BrisbaneSDE. This includes playground areas.
- our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- all students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

BrisbaneSDE will take part in the National Day of Action against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

## Cyberbullying

BrisbaneSDE has zero tolerance for cyberbullying. Cyberbullying is not dissimilar to face-to-face bullying; cyberbullying pursues students into their community outside of school. While Cyberbullying does not often occur during online class activities, students are encouraged to be aware of how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- not to respond to messages but to keep them in order to report to parents and/or teachers immediately
- immediately report any instances they see as a bystander of cyberbullying to parents and/or teachers.
- BrisbaneSDE will then investigate and respond to any incident of cyberbullying.

Students or parents effecting a report about cyberbullying should approach their teacher (for students in Prep – Year 6) or the relevant Year Coordinator (Years 7–12) initially.

Please note: A request for assistance in the prevention or response to cyberbullying can be made with any BrisbaneSDE staff. The BrisbaneSDE staff member will ensure contact is made with the officer best placed to deal with the issue.

The Executive Principal has the authority to take disciplinary action to address student conduct that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have worries about cyberbullying cases occurring during school holidays should directly seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

BrisbaneSDE students that engage in cyberbullying may face in-school disciplinary action. Serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school may be enforced.

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.

## Student intervention and support services

BrisbaneSDE 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 BrisbaneSDE 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 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## 7.6 School policy — Keeping BrisbaneSDE safe

At BrisbaneSDE:

- every student has the right to feel safe and be safe at school
- no knives are allowed to be taken to school by students
- there is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences.

What kinds of knife are banned?

- 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 Principal can take action against a student who brings a knife to school:

- if a student has a knife at school, principals can inform the police.
- possessing a knife at school may result in serious disciplinary consequences including suspension or exclusion
- police can search a student and their property at school if they suspect a student has a knife
- a student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail
- school property such as desks or lockers may be searched if the Executive Principal suspects that a student has a knife on or in school property
- if the Executive Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive
- if the student does have a knife at school, it can be confiscated by the Executive Principal and given to the police.



How can parents help to keep BrisbaneSDE safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your Deputy Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Deputy Principal.

## 7.7 School policy — Restrictive practices

Staff at BrisbaneSDE are required to respond to student behaviour that presents a risk of physical harm to a student/s themselves or others. It is predicted that most instances of unsafe behaviour can be de-escalated and resolved swiftly. On some sporadic occasions, a student's behaviour may continue to escalate and staff will need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their 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 fallback position, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used as a penalty or as a disciplinary measure.

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

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

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

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

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

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

## 7.8 School policy — Critical incidents

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

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

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

### Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention when there is no other available option for reducing immediate risk to the student, staff or other people and the student is:

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations use restrictive practices appropriate to the circumstances to reduce the immediate risk.



It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

### Record keeping

Each instance involving the use of physical intervention must be formally recorded in OneSchool.



## For Students & Parents—How to Report

BrisbaneSDE takes reports of bullying and other incidents very seriously. To report an incident please make contact first with the student's teacher. The teacher will take appropriate action and then where necessary refer the matter to the Head of Department and/or Deputy Principal.

For information about bullying or to discuss options or what you should do please contact the Year Coordinator.

### Related procedures and guidelines

To access school records which includes all matters related to your student's enrolment in the school, contact the school directly. For information on accessing to records held in schools, please go to this link:

<https://qed.qld.gov.au/about-us/rti/how-do-i-access-information>.

## Conclusion

BrisbaneSDE has high expectations of attainment and behaviour from it's whole community. The establishment of positive classroom behaviour results in effective teaching, inclusive and engaging curriculum and respectful relationships between all staff, students and the wider community.

Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership. Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in our school. We value:

- continually developed staff expertise
- standards of projected student behaviour, linked to transparent, accountable and fair processes, interventions and consequences.

Responses to inappropriate student behaviour will consider both the individual circumstances and actions of the student and the needs and rights of school community members.



# Appendix 1



Brisbane School of Distance Education

BrisbaneSDE

Full name of student

Year level

## Information and Communications Technology User Agreement

### Guidelines for Information and Communications Technology (ICT) use at BrisbaneSDE

Information and Communications Technology (ICT) facilities and devices provide innovative and engaging opportunities for teaching and learning. ICT are provided at BrisbaneSDE for educational and research purposes. This User Agreement sets out the expectations for acceptable use of ICT for all students.

This agreement must be read in conjunction with the Department of Education (DoE) policies relating to acceptable use of ICT and Managing Electronic Identities.

Every student at BrisbaneSDE is provided with a copy of this ICT User Agreement for review, discussion and signing with their parent/ caregiver. This User Agreement will remain in effect for the duration of the student's enrolment at BrisbaneSDE. In the event that any amendments or additions are required to be made to this agreement, you will be advised in writing.

BrisbaneSDE is committed to promoting and maintaining a culture of online behaviour that provides a safe, respectful and disciplined environment for students and staff. With the support of DoE, BrisbaneSDE employs systems to assist in managing and monitoring student access to ICT and avoiding and reducing access to harmful online content and materials.

While every reasonable effort is made by the school to ensure students' use of ICT is safe and positive, developing positive online behaviours and protecting against negative influence is an ongoing and collaborative task that requires the active involvement of parents and caregivers. It is encouraged and expected that parents and caregivers will discuss this User Agreement with their child.

Online behaviours can impact upon a student's right to learn, teachers' ability to teach and the ability of the school to provide a safe, supportive learning environment. Where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Student Code of Conduct.

BrisbaneSDE invites parents and caregivers to contact school staff to discuss any questions about cybersafety or this user agreement.

### Principles of ICT use

1. Online behaviours require the same attention to etiquette, courtesy and accountability as any other behaviour. I understand that online behaviours and content are capable of being shared online and reposted to a large audience.
2. The use of ICT is a privilege and misuse may result in my access being restricted, suspended or subject to increased monitoring and supervision.
3. Despite departmental systems to manage access to information on the internet; illegal, dangerous or offensive content may be accessed or accidentally displayed.
4. Online behaviour can form the basis for criminal offences. The school may need to report serious instances of inappropriate online behaviour or content to police.
5. Behaviour that is in violation of this acceptable User Agreement may form the basis for the school to take disciplinary action against me.
6. BrisbaneSDE restricts the use of personal ICT devices on school grounds. Personal ICT devices are used at their owners' risk. No liability will be accepted by the school or Department in the event of loss, theft or damage to any device, unless it can be established that the loss, theft or damage resulted from the Department's negligence.
7. In the event that the use of a personal ICT device is required for educational purposes, it is the responsibility of the student, with their parent/caregiver, to negotiate with the school for special permission to use the private ICT device during school hours and/or on the school network.





### Agreement for acceptable use

- I will use only my designated personal account to access the school ICT and network.
- I will protect my account information, including username and passwords, and will not share this information with any other person.
- If I become aware that another student's account details are being shared, I will advise a teacher or responsible staff member as soon as possible.
- If I find any online content that is offensive, abusive or that I know is against the school's responsible behaviour management plan, I will report this to a teacher as soon as possible.
- I will not save copy or distribute any offensive or inappropriate material content to any other person.
- I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT inside or outside of school hours. I will strive to ensure that my online behaviour complies with this user agreement at all times.
- I understand that school staff, with the support of the Department, will always exercise their duty of care, but avoiding or reducing access to harmful content also requires that I am responsible in my use of the ICT network and obey acceptable use policies and teacher directions.
- I understand that the school and the Department monitor access to and usage of the ICT network. For example, email monitoring will occur to identify inappropriate use, protect system security, maintain system performance, determine compliance with State and departmental policy and determine compliance with State and Federal legislation and regulation.
- By signing this document, I acknowledge that I accept the principles and guidelines contained within it and understand my responsibilities in using ICT while enrolled at BrisbaneSDE.

Full name of student			
Student signature		Date	
Parent / Guardian name			
Parent / Guardian signature		Date	

## Appendix

### Appropriate use of social media

1. BrisbaneSDE embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities.
2. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.
3. BrisbaneSDE is committed to promoting the responsible and positive use of social media sites and apps.
4. No student of BrisbaneSDE will face disciplinary action for simply having an account on Facebook or other social media site.
5. It is unacceptable for students to bully, harass or victimise another person whether within BrisbaneSDE's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of BrisbaneSDE — whether those behaviours occur during or outside school hours.
6. This policy reflects the importance of students at BrisbaneSDE engaging in appropriate online behaviour.

### Role of social media

- The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.
- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
- Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.





## **Brisbane School of Distance Education**

- Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of social media**

- Students of BrisbaneSDE are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:
  - ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information is not shared.
  - thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
  - remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
  - never provoking, or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- If inappropriate online behaviour impacts on the good order and management of BrisbaneSDE the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- BrisbaneSDE will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

- Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.
- The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is 'using a carriage service to menace, harass or cause offence to another person'.
- The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
  - Unlawful stalking
  - Computer hacking and misuse
  - Possession of child exploitation material
  - Involving a child in making child exploitation material
  - Making child exploitation material
  - Distribution of child exploitation material
  - Criminal defamation
- There are significant penalties for these offences.
- BrisbaneSDE strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, BrisbaneSDE expects its students to engage in positive online behaviours.



# STUDENT CODE of CONDUCT

## 2025



**BrisbaneSDE**

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**[www.brisbanesde.eq.edu.au](http://www.brisbanesde.eq.edu.au)**

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