

Bray Park State High
School

Student Code of Conduct 2021-2024

Every student succeeding

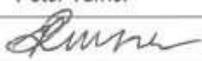
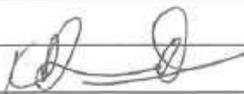
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Peter Turner
Principal Signature:	
Date:	16 November 2020
P/C President and-or School Council Chair Name:	Kent Funnell
P/C President and-or School Council Chair Signature:	
Date:	16 November 2020

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Purpose

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

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

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

Principal's Foreword

Bray Park State High School was established in 1987 and is located in the suburb of Bray Park. We became an enrolment managed school in 2020 and its catchment includes the fast growing areas of Warner, Joyner, Mount Samson, Dayboro, Bray Park and Clear Mountain. The school is located in the Moreton Bay region.

At Bray Park State High School we encourage students to 'Challenge the Unknown' by cultivating a supportive, innovative community of learners. Each student has individual learning goals and we aim to help students achieve these goals by providing a challenging, diverse curriculum and high quality learning experiences. Bray Park is a member of the Global Partnership for New Pedagogies for Deep Learning, leading to innovative teaching & learning practices occurring across the school.

Bray Park's outstanding student outcomes reflect the high expectations that are placed on all students. Our school is proud of our student achievements and regularly celebrates both the individual and group success in our wider community. Students at our school strive for successful future pathways, whether they be through further education, training or in the workforce.

We offer all students the opportunity to excel not just within the school, but to also engage with the local community, industries and universities. Our highly experienced staff are committed to each student achieving success, constantly striving to ensure that the learning experiences challenge and prepare all students for our rapidly changing world. Our relationship with parents and the wider community is strong, and is a key driver of our student success.

Our Vision is to create "A supportive, innovative and engaged community of deep learners"

Our Purpose is "To provide quality education in a safe and supportive environment-providing the skills, values and knowledge students need for lifelong learning and employment and to participate in society."

Our Motto is "Challenge the Unknown"

Our School Values are "Trust, Respect, Integrity, Commitment and Compassion" (TRICC Values)

The core values of Bray Park State High School are the foundation of our purpose and vision. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be global citizens. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Bray Park State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing

and addressing incidents of bullying. It also details the steps college staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Students, teachers, parents and other members of the community have contributed to the Bray Park State High School Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Bray Park State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 34 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Consultation

A consultation process was undertaken to inform the development of the Bray Park State High School Student Code of Conduct involving students, parents and staff.

Through faculty meetings, we identified strengths and successes from our previous school behaviour plan, and areas for further development. Additionally, data sets on student attendance and school disciplinary absences (SDA) are examined regularly as part of the PBL 5 week cycle and the findings are shared at the PBL PLC, with the Leadership team and at staff meetings. Outcomes from the most recent School Opinion Survey and the previous year were examined.

We provided a survey to parents/carers on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to identify their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Student leaders were consulted on the current culture and climate of behaviour at Bray Park State High School, identifying areas to prioritise as well as feedback on the expected student behaviour matrix for the TRICC values. Students also provided positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed to the school community early November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Bray Park State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Bray Park State High School Student Code of Conduct, including promotion through the school website and weekly newsletter. Any families who require assistance to access a copy of the Bray Park State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

At Bray Park State High School, we actively promote a culture where our values underpin all actions in the school community. These values are:

Trust:	<i>Act in a safe, honest and reliable manner</i>
Respect:	<i>Value yourself and others</i>
Integrity:	<i>Display moral and ethical behaviour</i>
Commitment:	<i>Be prepared, try hard and display persistence</i>
Compassion:	<i>Care for self and others</i>

We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">teaching TRICC values and expected behaviours in the setting they will be used and explicitly in House Group and Life Skills classesdevelopment and implementation of social, emotional and peer support programs to develop connectedness and deep relationshipsreinforcement of TRICC values on School Assemblies, Parades, daily notices and during active supervision by staff during classroom and non-classroom activitiesTRICC values displayed in every learning area of the schoolbeing consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into accountproviding refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them

	<ul style="list-style-type: none"> • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

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

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

At the Tier 1 level, Bray Park State High School offers a Life Skills program that allows all students to access evidence-based lessons around wellbeing. These lessons cover a number of wellbeing topics and are designed with developmental stage in mind. The school also offers a variety of whole of school events and talks (e.g., ThinkUKnow for online safety behaviour; Mental Health Week celebrations to encourage wellbeing). For students who may need more support with developing their psychosocial wellbeing, the school offers a range of small-group programs: These include but are not limited to:

- RAGE (Re-navigating Anger and Guilty Emotions): This is a strengths-based cognitive-behavioural program designed to help students learn other ways to deal with difficult emotions like anger. While the program is mainly targeted at anger, the skills learnt can be applied to any of the more difficult emotions.
- POW (Power of Words): Run in conjunction with a community group, POW aims to teach young people kindness and compassion towards self and others. The program follows some of the principles of positive psychology, which students can use in many ways throughout their lives.

- **FitStop:** This a fitness program that incorporates boxing and boot-camp style exercises. The program uses the evidence-based technique of behaviour activation to increase the mood of young people involved. It also aims to develop physical and cognitive resilience in its participants.
- **Anam Cara:** This is a program that gives students an opportunity to work on their gratitude. Students are supervised by school and Anam Cara staff while they spend quality time engaging with the elderly residents at the Anam Cara facility.
- **BiteBack:** This a program that incorporates an online mental health resource with a practical activity (baking). Students learn about mindfulness – the skill of being in the present
- **LoveBites:** This is a program for students about the topic of consent and safety. Students learn about respectful and consenting relationships and how it is important to have their own boundaries.

Most students who have access to both Tier 1 (whole school) and Tier 2 (small group) supports do not go on to need Tier 3 supports. Tier 3 supports involve a variety of stakeholders from both within and outside the school.

We encourage parents and students to speak with their general practitioner about any difficulties with behaviour and/or mental health as soon as possible. The GP can often refer to a specialist (e.g., paediatrician, psychologist) who can advise the school on how best to support the student. Students can talk to their Year Coordinator about wellbeing issues also. Year Coordinators can refer to the school Guidance Officers as needed. Students and parents can contact the Guidance Officers at the school if they would like individual advice about accessing particular services. Guidance Officers cannot provide the intensive support needed for ongoing behavioural or mental health issues but can work with students and their families on engaging with appropriate services and ensuring a student's needs are communicated to all key stakeholders.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Bray Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students. We encourage all parents to have age-appropriate discussions with their children about alcohol, other drugs and sexual health, as parents are the main educators of their children in this area

Policy and expectations

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

Drug education and intervention

Bray Park State High School may offer brief alcohol and other drug education for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. It is strongly recommended that parents seek community-based support for their children if they are involved in alcohol and/or other drug-related incidents.

Specialised health needs

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

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

Medications

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

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

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

Mental health

Bray Park State High School offer brief early intervention for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#) if needed. We strongly recommend that all students with a clinically diagnosed or diagnosable mental health condition seek individual support through an external provided as the school cannot offer intensive treatment for mental health conditions.

Suicide prevention

Bray Park State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Deputy Principal or Principal.

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

- the student is not left alone

- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

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

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

Student Support Network

Bray Park State High School is proud to have a comprehensive Student Support Services in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Bray Park State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services (SSS) team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Year Level Deputy Principals and Guidance Officers, Heads of Department or Year Level Coordinators on the school phone number.

Role	What they do
Community Elder	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Defence School Mentor	<ul style="list-style-type: none"> • monitors the social and emotional wellbeing of Defence students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
Guidance Officer	<ul style="list-style-type: none"> • works in conjunction with other school personnel to provide a comprehensive student support program within the school environment • offers brief intervention and referral pathways for students with mental health issues • offers advice on career pathways • liaises with parents, teachers, or other external health providers in order to facilitate the implantation of strategies that will support students in the school environment • conducts cognitive and adaptive assessments for students suspected of having an intellectual disability or speech-language impairment • case manages student in out of home care.

School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ mental health ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Year Level Coordinators	<ul style="list-style-type: none"> • lead across year levels, a positive learning culture and high expectations regarding whole school policies • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and group support to students to assist their engagement and pathways with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
School Based Police Officer	<ul style="list-style-type: none"> • provides support to individuals involved in the Youth Justice system • in conjunction with EQ staff, provides support around attendance and behavioural issues at school • promotes safety behaviours at a whole-school level through delivering talks on a variety of topics (e.g. online safety) • promotes the police as being a positive resource that students can access as needed • works in conjunction with other departments to ensure the safety of students in the home environment • can only be accessed by parents through the Year Level Deputy of the school
Chaplain	<ul style="list-style-type: none"> • is a positive mentor to students • provides ongoing spiritual and/or religious support (only with permission of parents and only at a student's request) • links students and families with social supports • offers an empathetic ear for students with subclinical mental health needs • organises emergency relief for families (e.g., food packages) • engages with local churches to provide the school with additional supports (e.g., Chappy breakfast once per week)

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. For more information about these services and their roles, please talk with the school.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

The development of the Bray Park State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Trust, Respect, Integrity, Commitment and Compassion (TRICC). Below are examples of what these PBL expectations look like for students across the school, parents when visiting our school and the standards we commit to as staff.

Bray Park's Expectations Table for Students, Parents and Staff.

	Trust	Respect	Integrity	Commitment	Compassion
Student What we expect to see from students	<ul style="list-style-type: none"> You consistently display honest behaviours, upholding the school's positive reputation You honour school policies e.g. electronic device, uniform, Bray Park Basics, Litter Policy, Assessment Policy You create a safe school environment You are honest and sincere in your school community relationships You use school grounds and facilities appropriately You treat other people's property and your own with care 	<ul style="list-style-type: none"> You follow staff instructions You are polite, use appropriate language and manners You wear the uniform with pride You are a good listener and listen attentively You use equipment as intended and minimise resource use e.g. limit waste You remove hats where appropriate You stay within designated areas You are courteous to all staff and other students at all times 	<ul style="list-style-type: none"> You take responsibility for your actions and accept the consequences You celebrate success You help visitors and parents with directions You act appropriately for the presentation at assembly or during a performance You treat others the way you want to be treated. You are mindful of how your behaviour reflects on the school You represent our school in a positive manner within the wider community You report behaviour that is not reflective of our school values You ensure the authenticity of your work is your own 	<ul style="list-style-type: none"> You are punctual You are dedicated to achieve your learning goals You show grit, resilience and tenacity in your approach to school activities and assessment You participate in the life and activities of the whole school to the best of your ability You attend school everyday You bring essential equipment for all classes and other activities You allow class members to learn You complete tasks and assessment on time 	<ul style="list-style-type: none"> You look out for others You show patience, tolerance and empathy towards others You offer help to those who need it You are inclusive in the language you use and respect everyone's differences You are aware and accepting of everyone's differences You seek support from mentors, school leaders, year coordinators and SSS team.
Staff What you can expect from us (staff)	<ul style="list-style-type: none"> We will respect student and family privacy e.g. with regards to confidential and sensitive information. We will be honest and sincere with our dealings. We will speak with students when issues arise – point of reference. We will be honest and fair in our approach to managing behaviour. 	<ul style="list-style-type: none"> We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. We will ensure positive behaviours are role modelled for all students. We will give clear guidance about a designated area for parents to leave and collect students. 	<ul style="list-style-type: none"> We will celebrate success and recognise achievement. We will be mindful of our behaviours in front of other students. We will keep information confidential at all times We will action strategies to enable a safe and supportive school environment 	<ul style="list-style-type: none"> We will present ourselves in a professional manner We will inform parents/carers if there are concerns regarding non-compliance with uniform policy We will be fair in our dealings with students. We will demonstrate appropriate practices at all time with students We will set high (and realistic) expectations for students 	<ul style="list-style-type: none"> We will treat each student as an individual and support them according to their needs. We will respond as soon as practical to assist you and your child. We will listen and assist students with any issues or concerns We will consider the needs of each individual student

<p>Parents/carers What we expect to see from you</p>	<ul style="list-style-type: none"> You conduct yourself within the school grounds with respect and consideration towards students and staff. You are honest and sincere in dealings with the school. You report to the office when on school grounds. You work with school staff and support decisions regarding student behaviour. You report any concerns directly to the school in a timely manner through appropriate communication pathways i.e. not via social media 	<ul style="list-style-type: none"> You make an appointment to speak with the class teacher or relevant staff member to discuss matters relating to your child. You are respectful in your conversations at home about school staff. You leave and collect your child from the designated area at school. You may contact your child via the Office or at lunch breaks only. 	<ul style="list-style-type: none"> You celebrate your child's success You represent our school in a positive manner within the wider community, and at presentations including social media. You are mindful of your behaviour in front of students. 	<ul style="list-style-type: none"> You ensure your child arrives to school on time and, in correct and presentable school uniform, with acceptable personal hygiene. You ensure your child has the required equipment/materials or contact school staff if unable to provide required equipment. You ensure you commit to the enrolment agreement and specified policies e.g. BYOD device at school, uniform policy, electronic devices etc. You support your child to be committed to their learning at school by ensuring that they are prepared, have good sleep patterns and healthy diet/exercise patterns. 	<ul style="list-style-type: none"> You are patient, tolerant and empathetic towards all members of the school community. You understand that all staff and other students have challenges at times.
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Differentiated and Explicit Teaching

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

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

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



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

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

- School wide Positive Behaviour Support team members' regular provision of information to students, staff and parents, and support to others in sharing successful practices
- Establishing classroom rules and procedures through Bray Park Basics (refer to Appendix A)
- Comprehensive induction programs in the Bray Park State High Student Code of Conduct delivered to new students as well as new and relief staff, and revised for current students and staff
- Individual Behaviour Support Plans developed by Case Managers for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Weekly Student Support Services meetings
- Proactive awareness days and activities promoting such things as anti-bullying
- Student Support Services (SSS) building open most lunch breaks for drop-ins
- Student self-referral, as well as targeted referral to Student Support Services staff
- Student Support staff and guest speakers delivering targeted lessons in Life Skills lessons

- Peer mentors – support Junior Secondary students in orientation and during break times.

VIVO Rewards System

The VIVO Rewards system allows for the positive reinforcement and celebration of students who are working at capacity and displaying the school TRICC values and expectations. Staff members allocate VIVO reward points to students they observe displaying TRICC values in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' students displaying a TRICC value they can choose to give them points. Prizes are issued to students and drawn out at weekly assemblies and as the end of each Term. Class rewards are issued fortnightly in the Junior Secondary school. Students may also use their points to redeem prizes from the VIVO shop.

Focused Teaching

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

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

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

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

Bray Park State High School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in previously mentioned (see page 11) evidence-based programs to address specific skill development for students identified by date.

For more information about these programs, please speak with the appropriate Year Level Coordinator.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions

about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Bray Park State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team or Head of Department.

Minor behaviours are those that:

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

Examples of **minor** behaviours include, but are not limited to:

- disruption of learning through calling out/making noises
- verbal misconduct including swearing
- homework not completed
- failure to bring equipment
- inattentive
- rudeness to staff or other students
- breach of Uniform Policy
- failure to complete classwork/assessment
- use of electronic device not in accordance with the Electronic Device policy
- IT misconduct
- littering
- out of bounds
- inappropriate physical contact
- using/in possession of skateboards/scooters
- throwing objects
- lateness to class/school

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- are repeated minor behaviours, constituting wilful non-compliance
- require the involvement of school Administration, Head of Departments or Year Level Coordinators.

Examples of **major** behaviours include, but are not limited to:

- refusal to comply with staff instructions
- refusal to complete buddy class processes

- refusal to adhere to HOD detention processes
- vandalism
- truancy
- cheating
- physical threats or assault of another student or staff
- swearing at/for staff
- possession or supply of contraband substance or weapon (including knife)
- self-harm
- bullying/harassment
- behaviour prejudicial to the good order and management of the school
- serious IT misconduct that breaches IT electronic device policy

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population 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 challenging 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, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is 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 challenging behaviour.

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour e.g. VIVO
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step is? Who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Contact with parent/carer
- Restorative conversations

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention (including HOD, after school detention)
- Restorative conversations
- Behavioural contract
- Intervention and referrals to Head of Department
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies
- Temporary removal of student property (e.g. mobile phone)

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review

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

School Disciplinary Absences

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

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

At Bray Park State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. The Principal has authorised the Deputy Principals at Bray Park State High School, to communicate suspension decisions under section 281 of the *Education (General Provisions) Act 2006* (Refer to Appendix B).

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

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

Re-entry following suspension

Students who are suspended from Bray Park State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

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

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Bray Park State High School:

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

Parents of students at Bray Park State High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bray Park State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Bray Park State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bray Park State High School Code of Conduct
 - is illegal

- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Bray Park State High School has determined that use of mobile phones and other devices, with the exception of laptops as per the BYOD policy, are limited to use before/after school and during breaks. Mobile phones are therefore not to be used in the classroom for any purpose and must be turned off or set on silent and be out of sight during lesson time. This includes associated peripheral items including headphones and air pods, wireless or otherwise.

Responsibilities

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

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

- use mobile phones or other devices before/after school and during breaks only
- be courteous, considerate and respectful of others when using a mobile device
- switch off/set on silent and place the mobile device and any associated peripheral items (e.g. headphones, air pods) out of sight during classes, or as directed by staff during alternative activities
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during classtime
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security

- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take photographs in the school or of Bray Park State High School students in uniform without permission of the Principal
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment.

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

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

Preventing and responding to bullying

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

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

Bray Park State High School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Bray Park State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

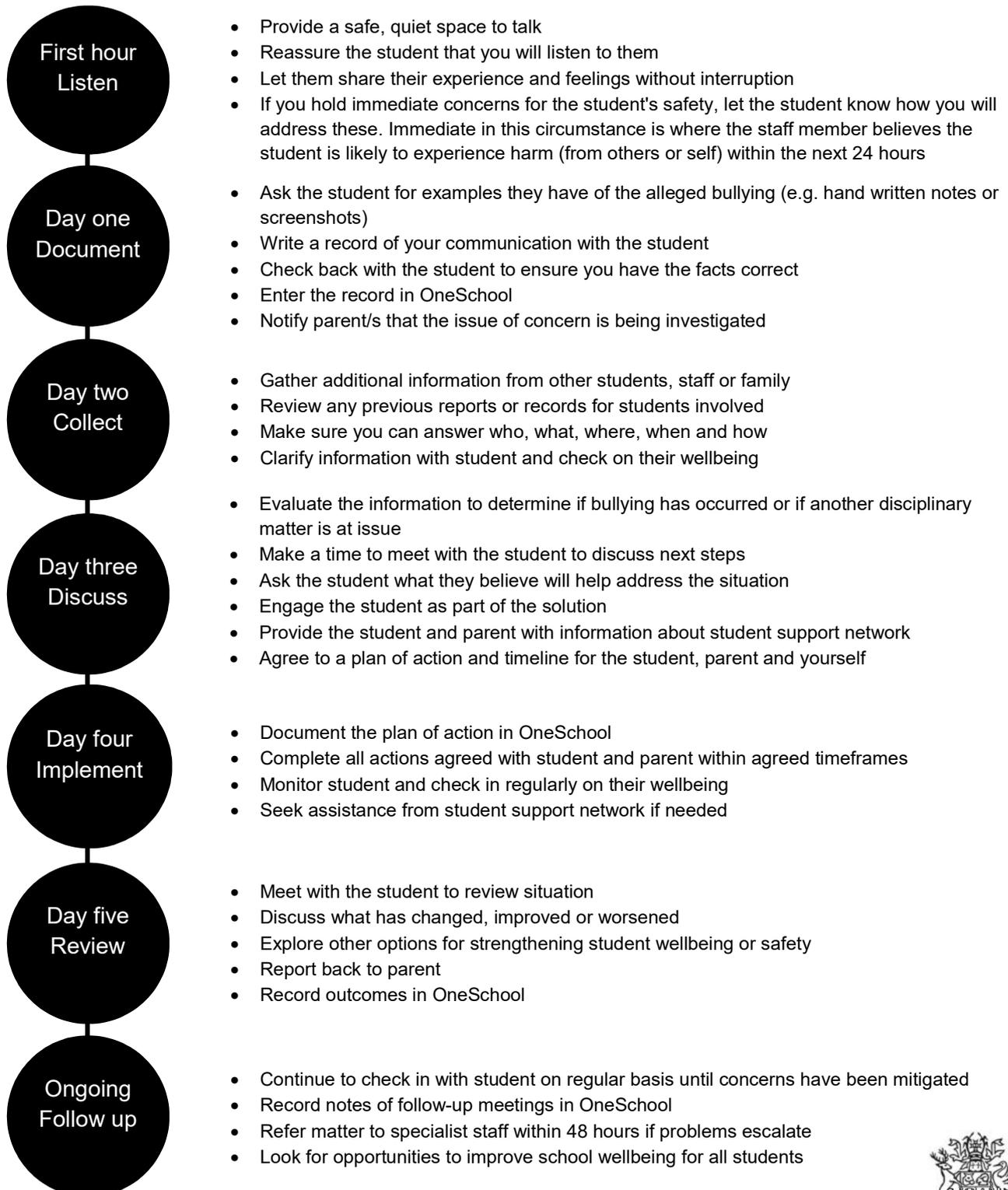
The following flowchart explains the actions Bray Park State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Bray Park State High School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

- Year 7 to Year 12 - Home group teacher or Year Level Coordinator
- Year Level Deputy Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Level Coordinator. The Year Level Deputy Principals can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Bray Park State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

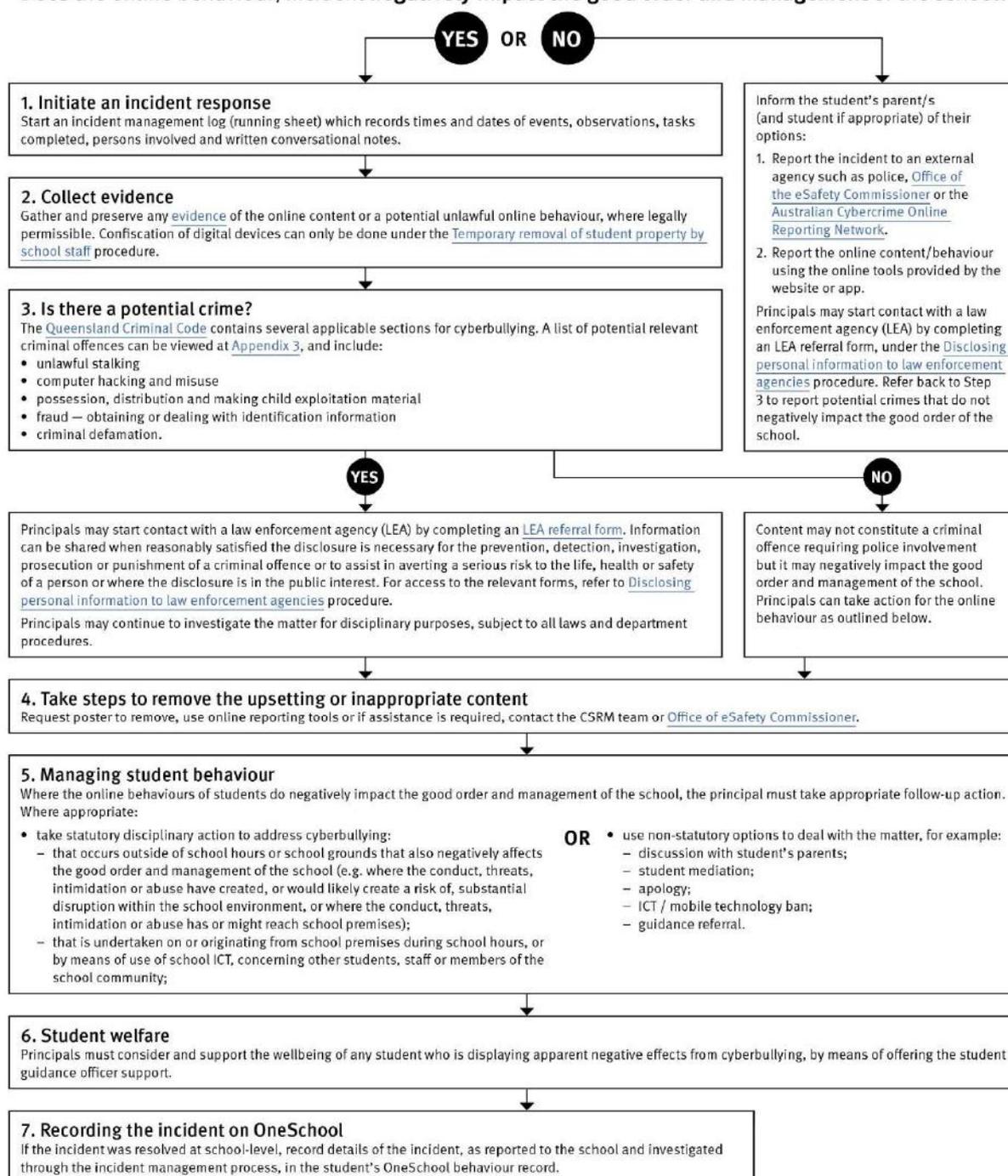
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

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

Bray Park State High School – Anti-Bullying Compact

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

Bray Park State High School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

Bray Park State High School Student Code of Conduct communicates our commitment to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. By setting out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline, we are striving towards our vision of **“a supportive, innovative community of learners”** who can **“challenge the unknown”**.

Appendix A – Bray Park Basics



**BRAY PARK
BASICS
GUIDELINES FOR**

The **BRAY PARK Basics** ✓

Every class. Every day.



Students

ASOT
The Art & Science
of Teaching

**Establishing classroom
rules and procedures**

Check emails for daily notices.

TRUST

RESPECT

INTEGRITY

COMMITMENT

COMPASSION

Manners	You should always be polite to all staff and students.	✓	✓		✓
Punctuality	Ensure you are on time for class.	✓	✓	✓	✓
Be prepared	Ensure you have all necessary equipment out of bags and bring this into class.			✓	✓
NO Bags In rooms	No bags to be obstructing entry to rooms or buildings.		✓	✓	
Ready and waiting	All students to be lined up waiting quietly for teachers.	✓	✓		
Uniform	Make sure you adhere to the Uniform and Jewellery Policy for every class.			✓	✓
Accessories	Ensure that hats & sunglasses are removed before entering the classroom – no caps at school.		✓	✓	✓
Be present	Ensure you are in attendance at all classes.			✓	
Take care	Assist the teachers to check classrooms for graffiti/damage.	✓	✓		✓
Leave pass	When you leave the classroom, please ensure you have obtained a red slip .	✓		✓	✓
Digital downtime	You must ensure that all electronic devices ARE OFF AND OUT OF SIGHT AT ALL TIMES (including Mobile phones, MP3 devices and earphones). Excludes LAPTOPS being used for learning experiences.		✓	✓	
NO Food	Do not to bring food into classrooms.		✓		
Hydrate	Ensure that you have a water bottle .				✓
Homework	Students are to complete all Homework activities given.			✓	
Clean & tidy	When leaving any classroom ensure it has been left clean and tidy .	✓	✓	✓	

Appendix B – Instrument of Authorisation



Department of Education

BRAY PARK STATE HIGH SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Peter Turner, Principal of Bray Park State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

A handwritten signature in cursive script that reads "Peter Turner".

PETER TURNER

BRAY PARK STATE HIGH SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

____16/11/2020_____

DATE





Department of Education

BRAY PARK STATE HIGH SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Peter Turner, Principal of BRAY PARK STATE HIGH SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal, tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

PETER TURNER

_____16/11/2020_____

DATE

BRAY PARK STATE HIGH SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

