



Student Code of Conduct 2026-2029



Brisbane South
State Secondary
College

Brighter Futures

Delivering excellence in every state school,
for every student.



Brisbane South State Secondary College

Purpose

Brisbane South State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all learning partners - students, staff, parents/carers and visitors.

The Brisbane South State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our school to develop positive relationships and connection while promoting 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.

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Endorsement

Principal Name: Brendan Barlow

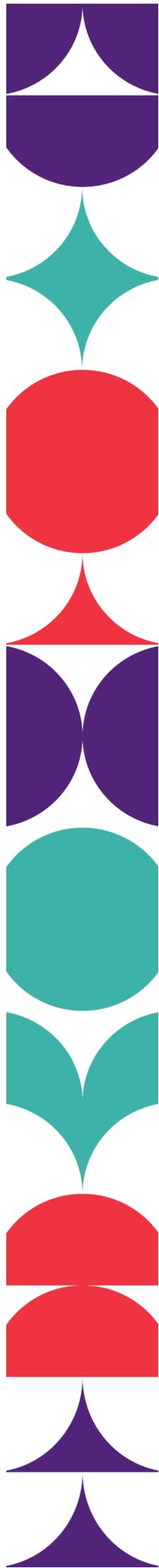
Principal Signature: 

Date: 10/03/2026

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

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

Date: 10/03/2026



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Principal's Foreword

At Brisbane South State Secondary College, we believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Brisbane South State Secondary College has four core values - Commitment, Respect, Inclusivity and Integrity.

Commitment:

We value understanding ourselves as learners and we are always contributing to the learning environment.

Inclusivity:

We are welcoming towards all others and accepting of individual differences.

Respect:

We value ourselves, others and our community.

Integrity:

We value being genuine and displaying moral and ethical behaviour.

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 confident, self-disciplined and kind young people. 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.

Brisbane South State Secondary College 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 school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The Student code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



Brendan Barlow
Principal

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. Our school uses both prevention and intervention strategies to maintain our positive school environment. We prevent problem behaviour by engaging in a relational approach, where we focus on building community and connection with and between all learning partners. Our school promotes a restorative learning environment, where we provide opportunities to listen to each other to gain understanding of each other's point of views before consequences are applied.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic, social and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• providing recognition and positive reinforcement when students' behaviours are aligned to the school's values and expectations• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
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 may be provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, social-emotional development, or particular aspects of Positive Behaviour for Learning (PBL) expectations.</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 Functional Behaviour Assessment) 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>
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Student Support Services

Brisbane South State Secondary College is proud to have a strong Student Support Services team in place to help the social, emotional and physical wellbeing of every student in addition to the assistance provided by class teachers. This 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 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.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process • provides career and pathways advice
Head of Department - - Junior Secondary	<ul style="list-style-type: none"> • coordinate Transition to secondary school for students moving from Year 6 to Year 7 • monitors student academic progress, attendance and engagement data, and arranges intervention for students in Years 7 to 9 • provides social/emotional support for Years 7 to 9

Head of Department - Senior Secondary	<ul style="list-style-type: none"> • coordinate Transition to senior schooling for students moving from Years 10 to 12 • monitors student academic progress, attendance and engagement data, and arranges intervention for students in Years 10 to 12 • provides social/emotional support for Years 10 to 12
Advocate	<ul style="list-style-type: none"> • Support the inclusive vision of Brisbane South SSC • Communicate regularly with students, parents/guardians and staff to ensure continuity of support • Support students in accessing and participating in a high-quality education and fully engage in the curriculum alongside their peers • Support students to attend and be welcomed in our college • Support students to learn in a safe and supportive environment free from bullying, discrimination or harassment • Support students to achieve academically and socially
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the phases of high school • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school
Chaplain	<ul style="list-style-type: none"> • where parental/guardian permission is granted, can provide individual and, at times, group support to students to assist with social/emotional wellbeing in relation to areas such as: <ul style="list-style-type: none"> - peer relationships - social skills/self esteem - engagement at school - grief/loss - family breakdown • engagement in positive youth lunchtime or holiday activities • engagement in contributing to charities or community
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 - feeling sad, worried and angry - sexual health - smoking, alcohol and other drugs

Social Worker	<ul style="list-style-type: none"> • Where parental consent is granted, the Social Worker can provide individual and family support to support a young person's engagement and success at school. • Support to overcome barriers to education such as <ul style="list-style-type: none"> -Disengagement from school and educational opportunities • Conflict with family and peers, or family breakdown • Social/emotional wellbeing • Provide referrals and support access to external agencies
General Practitioner	<ul style="list-style-type: none"> • Where consent is granted , a General Practitioner (GP) can provide assessment and medical support for students presenting with physical, developmental, or mental health concerns. This may include; • General health check ups and presenting health concerns • Health and wellbeing information and education • Mental health care planning • Referral to specialists, psychologists or other allied health professionals • Coordination of care with other stakeholders or primary care physician
UQ Counselling Clinic	<ul style="list-style-type: none"> • Where consent is granted, the UQ Counselling Clinic can provide free counselling services delivered by Masters of Counselling students under an external supervision model. Individual therapy may occur fortnightly or weekly depending on need and availability of clinicians. Support may be offered for concerns such as • Mild mental health concerns (e.g. anxiety, low mood) • Academic stress • Peer and family difficulties, • Grief and loss • Adjustment challenges • Self-esteem and confidence building • Engagement with positive lunchtime programs such as study skills, mindfulness spaces • Facilitate group presentations around wellbeing, mental health and self care

UQ Psychology Clinic	<ul style="list-style-type: none"> • Where consent is granted, the UQ Psychology Clinic can provide free therapeutic services delivered by provisional psychologists currently completing their placement for Masters of Psychology, supervised by external, Board Approved supervisors. Individual therapy may occur fortnightly or weekly depending on need and availability of provisional psychologists. Support may be offered for concerns such as • Mild to moderate mental health concerns (e.g. anxiety, low mood) • Self-esteem and confidence building • Peer and family difficulties • Grief and loss • Behavioural challenges • Learning difficulties • Facilitate group presentations around wellbeing, mental health and self care
Head of Inclusive Practices	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment aligned to the Department of Education's Inclusive Education Policy • liaises with students, parents, teachers, learning partners/teacher aides or other external providers as needed to best support students

Student Wellbeing

Brisbane South State Secondary College builds the foundations for wellbeing and lifelong learning through our Learner-preneur program which embeds 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-emotional outcomes. The Learner-preneur class teacher will provide pastoral care support every day, and will support students to develop deeper learning outcomes – self-understanding, knowledge, competency and connection – throughout their secondary schooling years. As Learner-preneurs, students will discover their passions, pursuits and purposes through exploring how they can find meaning, fulfilment and contribution. Students will search and discover their learning successes and needs by reflecting on:

- **Who are you – and who will you be?**
- **What do you know – and what will you know?**
- **What can you do – and what will you do?**
- **How are you connected – and how will you connect?**
- **How do you contribute to the lives of others and the world – and how will you contribute back?**
- **Have you found meaning and fulfilment – and will you lead a meaningful and fulfilling life?**

Brisbane South State Secondary College has a thorough transition to secondary school program in which students and families work as learning partners with school staff to create a Learner Profile for each student. This student-centred approach nurtures the development of strong relationships and connection so that the step from primary school to secondary school is successful. Students and families gain multiple opportunities to ask questions and become familiar with school policies and processes through multiple transition days, enrolment interviews and orientation days.

Whole School Approach to Discipline

Brisbane South State Secondary College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support (MTSS) 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 provides a framework to focus on a proactive and positive school culture which supports learning of all students in all contexts. Classroom teachers aim to provide a ratio of 4:1 positive feedback/reinforcement to corrective or negative feedback. Examples of this may include:

- Positive encouragement or feedback to students (written, verbal or non-verbal communication)
- Positive feedback to parents/guardians (phone calls, emails or postcards)
- CIRI rewards points
- Gratitude notes
- Class rewards
- Celebrations of success.

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 Brisbane South State Secondary College we believe discipline is about more than punishment. 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, for recognising students when they are doing the right thing, and striving to use behavioural incidents as opportunities to re-teach expectations. Our school also adopts a restorative practices (RP) approach which focuses on building community and relationships, addressing conflict when it arises, and facilitating the repairing of relationships. We believe, above else, that positive relationships and connection with others underpins the culture that promotes learning.

The development of the Brisbane South State Secondary College 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.

PBL Expectations

At Brisbane South State Secondary College our core values are Commitment, Inclusivity, Respect and Integrity. With leading-edge learning and expert teams steering us, we are readying curious minds and open hearts for a new world where students can create positive change. Our students will create their desired future by knowing who they are, how they connect, and how they contribute to the world.

At Brisbane South SSC, we define our core values as:

Commitment – we value understanding ourselves as learners and we are always contributing to the learning environment;

Inclusivity – we are welcoming towards all others and accepting of individual differences;

Respect – we value ourselves, others and our community; and

Integrity – we value being genuine, and displaying moral and ethical behaviour.

Students

The Expectations Matrix below contains examples of what these values and expectations look like for students across the school. In addition, classroom and non-classroom settings will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Brisbane South State Secondary College. Using the matrix in each setting, the teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their environment. The school's values are on display throughout the College, and are used as the basis of teaching expectations throughout the year. Values and expectations are revisited regularly throughout the year, using a proactive approach to teaching behaviour. Some expectations are re-taught to address problem behaviour arising.

Commitment	Inclusivity	Respect	Integrity
Create a safe and supportive learning environment	Be welcoming towards others	Follow instructions promptly	Be honest and trustworthy
Set the new standard in education – understand yourself as a learner, set challenging learning goals, meet deadlines and develop your 6 C's	Show patience, acceptance and empathy towards others	Speak politely, use appropriate language and manners	Represent our school with pride within the community
Ensure you attend school, be punctual and be organised every lesson, every day	Accept individual differences and celebrate diversity	Respect yourself, others and property	Show gratitude often
Seek support from relevant staff members or leaders when needed	Accept that learning looks different for each individual	Respect the learning of others	Recognise and celebrate others' successes
Contribute back to our school and local community	Provide help to those who need it	Wear the uniform correctly and with pride	Play fair and show good sportsmanship
Use digital devices appropriately and maintain a safe online environment		Keep grounds and learning spaces clean and tidy	Report behaviours that are not reflective of school values
			Do the right thing – even when no one is watching

Parents/Guardians and staff

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

Commitment

What we expect to see from you	What you can expect from us
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You make an appointment to speak with the class teacher, Year Coordinator or Deputy Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You will be a Learning Partner in your child's education by supporting them in completing course requirements and learning goals to ensure quality learning outcomes.	We will inform our learning community our teaching and learning vision and learning intentions and success criteria each Term.
You will support the school's Strategic direction, values and activities. You cooperate and collaborate with school staff and support their professional efforts to educate your child.	We will communicate, interact and teach effectively to set the highest standards in curriculum delivery and model positive behaviour.

Inclusivity

What we expect to see from you	What you can expect from us
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You will engage in school events and opportunities where you can be involved in your child's education.	We will welcome and offer opportunities where parents/guardians and local community can be actively involved within our school environment.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Respect

What we expect to see from you	What you can expect from us
You support your child to meet the learning behavioural, and uniform expectations at school. You support the Student Code of Conduct process to enable each child to achieve our school's core values, behaviours and ensure safety for all.	We are clear about our learning and behavioural expectations regarding Student Code of Conduct, school's uniform, attendance and assessment policies, and contact you to provide regular feedback about your child's progress.

You stay informed about school news and activities by reading the school newsletter, connecting to Facebook and other materials sent home by school staff.	We will use the electronic school newsletter and email as means of notifying parents about school news, excursions or events. We will use Facebook to celebrate success.
You approach the Deputy Principal or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You are respectful in your conversations at home about school staff.	We will treat student, parents/guardians with respect and understanding.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Integrity

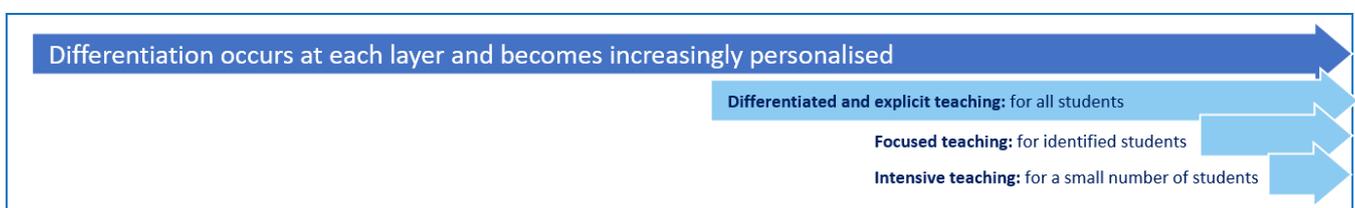
What we expect to see from you	What you can expect from us
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress or concerns at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Differentiated and Explicit Teaching

Brisbane South State Secondary College 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 Brisbane South State Secondary College 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.

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.

Brisbane South State Secondary College 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 the following evidence-informed programs to address specific skill development for some students:

- Check and Connect
- Restorative Conferences
- Functional Based Assessment.

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 Advocate at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 Executive Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

[Anti-Discrimination Act 1991 \(Qld\)](#)

[Child Protection Act 1999 \(Qld\)](#)

[Commonwealth Disability Discrimination Act 1992](#)

[Commonwealth Disability Standards for Education 2005](#)

[Criminal Code Act 1899 \(Qld\)](#)

[Education \(General Provisions\) Act 2006](#)

[Education \(General Provisions\) Regulation 2017](#)

[Human Rights Act 2019 \(Qld\)](#)

[Information Privacy Act 2009 \(Qld\)](#)

[Judicial Review Act 1991 \(Qld\)](#)

[Right to Information Act 2009 \(Qld\)](#)

[Police Powers and Responsibilities Act 2000 \(Qld\)](#)

[Workplace Health and Safety Act 2011 \(Qld\)](#)

[Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

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 Brisbane South State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Problem behaviour is categorised as minor problem behaviour or major problem behaviour. Minor problem behaviour is handled by staff members at the time it occurs.

Incidental minor problem behaviours are those that:

- Are minor breaches of the school values and expectations
- Do not seriously harm others or cause concern that the student may be harmed
- Do not violate the rights of others in any serious way
- Do not require involvement of specialist support staff or Executive team.

A student who displays ongoing or persistent minor behaviour may be referred to the Head of Department who may support the staff member with strategies or consequences. Persistent minor behaviour may develop to be categorised as major behaviour concern.

Incidental major behaviours are those that:

- Significantly violate the rights of others – students, staff or visitors
- Put others or self at risk of harm
- Require the involvement of the school Executive team.

OneSchool is used to record all unacceptable minor and major behaviours that require a consequence. BSSSC definitions of problem behaviours are located in ‘Appendix A’. These are reviewed on an annual basis.

Differentiated Consequences– Tier I

- 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
- CIRI rewards
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Routine or Expectation reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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
- Break down tasks into smaller chunks
- Provide positive choice of task order
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Restorative conferences
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. detention, phone call to parents/guardians)
- Phone call to parent/guardian
- Detention

Focussed Consequences – Tier II

Class teacher provides additional support to address persistent or ongoing minor problem behaviours, and may be supported by other school staff such as the school Leadership team. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Positive feedback, CIRI rewards or incentives for focussed goals
- Functional Behaviour Assessment
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and Guidance support

- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents
- Restorative conferences

Intensive Consequences– Tier III

School Executive team work in consultation with Student Support Services to address incidental major problem behaviour, or persistent/ongoing major problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents
- Counselling and guidance support
- Restorative conferences
- Temporary removal of student property (e.g. mobile phone)
- 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 Brisbane South State Secondary College, the use of any SDA is considered a very serious decision. It is typically only used by the Executive Principal when other options have been exhausted or the student's behaviour is so disrespectful and/or dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Brisbane South State Secondary College will be required 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 and plan to restore any harm to relationships caused by the actions of the student. It is also a time in which behavioural expectations can be re-taught, with all learning partners working together to plan best ways support the student moving forward. It is not a time to review the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The re-entry meeting is an important strategy to set the student up for future success and strengthen home-school communication.

The re-entry meeting will be scheduled and details included in the suspension documentation. Re-entry meetings take approximately 30 minutes, and kept small with only the Executive Principal or their delegate attending with the student and their parent/s.

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

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

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

- Temporary removal of student property;
- Student use of mobile devices procedure;
- 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 Executive Principal or state school staff will consider:

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

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

The following items are explicitly prohibited at Brisbane South State College and will be removed if found in a student's possession:

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

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

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/guardian or calling the police;
- require consent from the student or parent in order to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent 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/guardians of students at Brisbane South State Secondary College

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

Students of Brisbane South State Secondary College

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

Use of mobile phones and other devices by students

Mobile phones or other devices are brought to school at students' risk. Devices may include, but are not limited to, ipads, ipods, mp3s, DS players, PSPs and digital cameras. No liability will be accepted by the school in the event of lost, theft or damage to any device unless it can be proved that the loss, theft or damage resulted from the school's negligence.

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, Brisbane South State Secondary College has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents/guardians, school staff and students.

Responsibilities

While at school, devices including: phones, wearable technology (including but not limited to smartwatches and smart glasses), and earphones/headphones are to be turned off and put away in student lockers.

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 Brisbane South State Secondary College to:

- switch off and place the mobile phone or other device out of sight at the beginning of the school day, until the end of the school day;
- be courteous, considerate and respectful of others when using a mobile device.

It is **unacceptable** for students at Brisbane South State Secondary College to:

- use a mobile phone or other device during school hours;
- use a mobile phone or other devices in an unlawful manner;
- 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;
- use the device to hotspot other devices;
- 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 or webcams 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
- 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 unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Brisbane South State Secondary College Student Code of Conduct. In addition students and their parents/guardians 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, accounts 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.

Confiscation

It is the student's responsibility to use the opportunity before school to lock devices away in their locker. If a student is found to have their device out during the day, the device is to be confiscated:

- In the first instance, it is taken to Student Services for the remainder of the day. Students may collect their device at the end of the day.
- If a student's device is confiscated twice within a term, a parent/guardian will be required to collect the device from the Administration Hub.
- Repeated confiscation may result in further disciplinary consequences.

Preventing and responding to bullying

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

We know student learning is optimised when students feel connected, safe and respected. Students who experience secure and trusting relationships are more likely to engage actively in their learning and achieve strong physical, emotional, social and educational outcomes. Teachers who feel valued and supported build stronger relationships with students. Parents and guardians who are positively engaged with their student's education contribute to improved student confidence, attendance and behaviour.

Enhancing the wellbeing of students and educators delivers long-term social, health and ec

Student Voice and Leadership

At Brisbane South State Secondary College, leadership is central to how we cultivate a safe, inclusive and respectful culture.

Our Concordium Leadership Program is the collective expression of student leadership at the College. Rooted in the meaning "together in heart," Concordium reflects our belief that leadership is strongest when it is united, values-led and grounded in contribution. Student leaders shape culture not through title alone, but through action, character and service.

Through Concordium, students actively contribute to strategies that strengthen wellbeing, promote respectful relationships and foster safe online and physical environments. Student leaders work in partnership with the College Executive to identify emerging challenges, elevate student voice and co-design proactive responses that reinforce our shared values of respect, commitment, inclusivity and integrity.

Our leadership structure mirrors the three levels of Australian governance to deepen understanding of civics, citizenship and democratic participation:

Local Leadership – Class Representatives

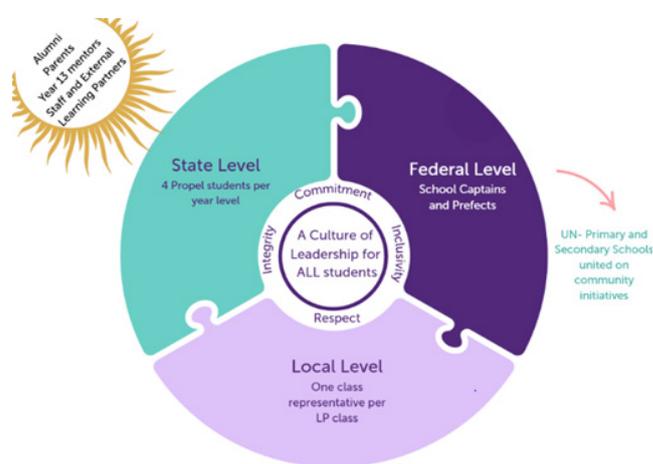
Elected by peers and LP teachers, Class Representatives serve as the voice of their class and contribute to positive cohort culture.

State Leadership – Propel Leaders

Propel Leaders capture the voice of their year level and collaborate on Legacy Projects that promote connection, wellbeing and inclusivity.

Federal Leadership – Captains and Prefects

Senior leaders adopt a whole-school perspective, championing initiatives that strengthen culture, model integrity and extend impact beyond the College through community partnerships. Students at state and federal levels collaborate on Legacy Projects designed to create sustainable and meaningful impact within the College and the wider community.



Alignment to the Australian Student Wellbeing Framework

The Concordium Leadership Program strengthens the core elements of the Australian Student Wellbeing Framework:

Leadership

School and student leaders work collaboratively to foster an environment where all members of the community feel included, connected, safe and respected.

Inclusion

All members of the school community actively contribute to a welcoming culture that values diversity and promotes positive relationships.

Student Voice

Students participate actively in shaping their learning and wellbeing, using social and emotional skills to be respectful, resilient and safe.



Partnerships

Families and community partners collaborate with the College to support student learning, safety and wellbeing.

Support

Staff, students and families share responsibility for cultivating a positive culture that supports effective teaching, learning and behaviour.

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 Brisbane South State Secondary College 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 Brisbane South State Secondary College staff will take when they receive a report about student bullying. 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.

Brisbane South State Secondary College - 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 with student and family.

Key contacts for students and parents to report bullying:

- Year Level Coordinator – Year 7 to 12
- Junior Secondary/Senior Secondary Head of Department
- Deputy Principal
- Principal

Day one Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent/carer within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Refer to student support services if needed

Day five Review

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

Ongoing Follow up

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

Cyberbullying

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

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 outside of school hours and school holidays should in the first instance seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students or parents who wish to make a report about cyberbullying should approach the Head of Department – Junior Secondary or Senior Secondary, or a Deputy Principal, who will provide assistance in preventing and responding to cyberbullying.

Students enrolled at Brisbane South State Secondary College may face disciplinary action 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.

Brisbane South State Secondary College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

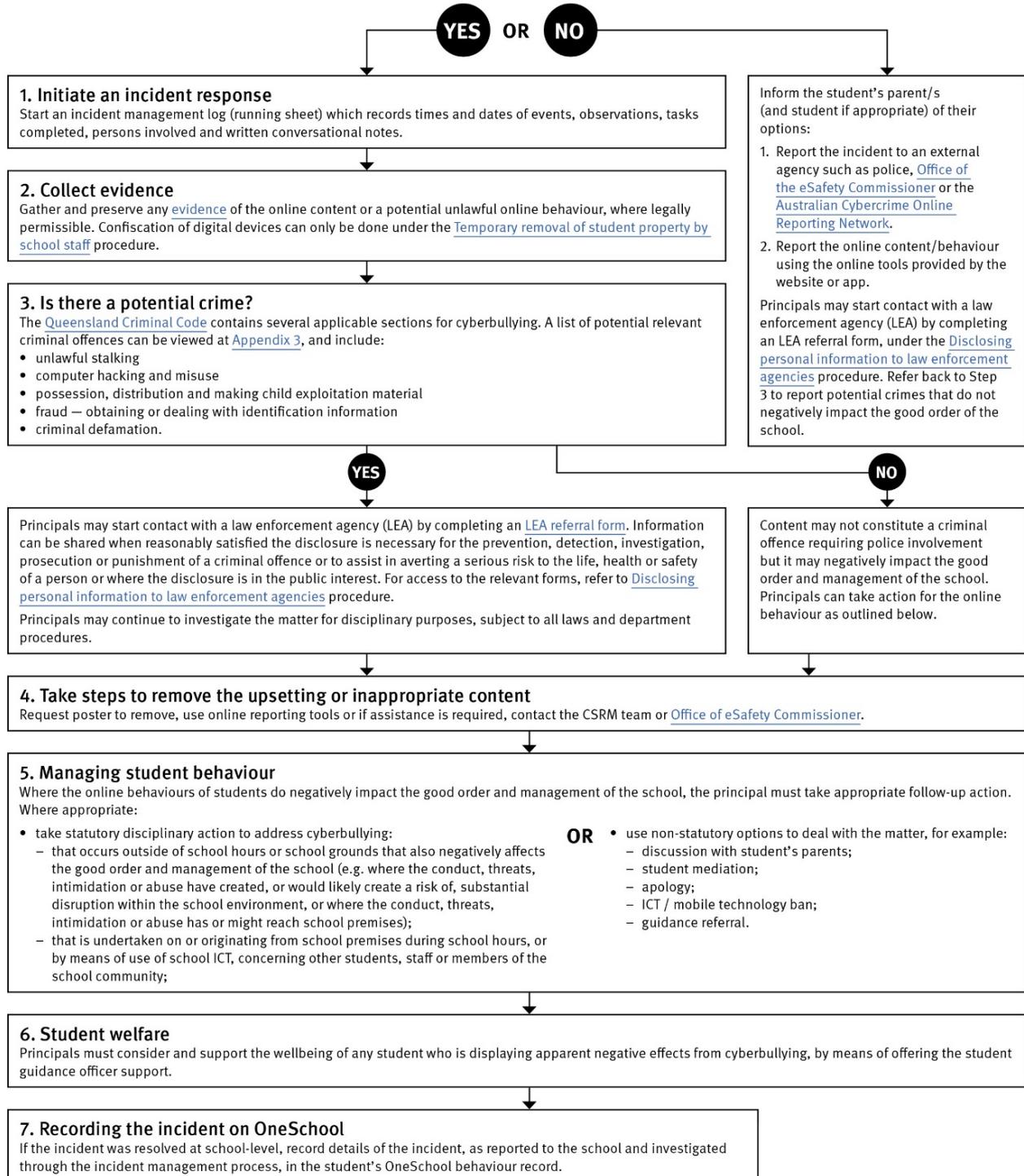
Explicit images

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

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

Brisbane South State Secondary College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Brisbane South State Secondary College 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 practice (RP) 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate Use of Social Media

New Australian Government laws will prevent under-16s from creating or maintaining social media accounts from 10 December 2025.

Under these laws, age-restricted social media platforms must take reasonable steps to prevent users under 16 from having a social media account and deactivate or freeze existing accounts held by people under 16.

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

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:

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

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

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

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

Debrief: 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.

OneSchool Behaviour Definitions

This document may be used as a guide to support the recording of problem behaviours into OneSchool using the appropriate definitions and categories.

The disciplinary consequences model used at Brisbane South State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address undesired behaviours. Brisbane South SSC has a restorative approach to disciplinary consequences, where possible.

Major problem behaviours are those that significantly violate the rights of others – students, staff or visitors; put others or self at risk of harm, or require the involvement of the school Leadership team.

Minor problem behaviours are those that are minor breaches of the school's Values and expectations of Commitment, Inclusivity, Respect and Integrity. These behaviours do not seriously harm others or cause concern that a person may be harmed. They do not require the involvement of specialist support staff or the Leadership team.

Persistent Minor problem behaviours are those that need to be escalated to require the involvement of the College Leadership team due to the ongoing nature of minor problem behaviours that have not resolved due to teacher intervention. As a guide, the occurrence of the behaviour for the third time, with previous two interventions from the teacher, may then be deemed as persistent and require the support of the Leadership team.

In general, behaviours will occur either in-class or out-of-class (e.g. playground). For 'in-class' behaviours, the Curriculum Head of Department is the appropriate Leadership team member to refer to. For "out-of-class" examples, the Senior or Junior Schooling Head of Department is the relevant Leadership team member to refer to.

Use of OneSchool to record behaviour incidents

Incident type:

Minor is to be used for any incident which is not being referred to someone else to manage. Generally, minor will be used when the purpose of the incident report is just to build a data profile of the student.

Major is to be used for any incident which needs to be referred to a HOD, HIP or DP for their action.

Incident details:

This section is where you write up exactly what has occurred and what you have already done in response to it. Your opinion about what needs to happen next is not to be recorded here. If you wish to discuss next steps, this needs to be done face to face with the person to whom you are referring the incident.

OneSchool Behaviour Definitions

Incident details:

This section is where you write up exactly what has occurred and what you have already done in response to it. Your opinion about what needs to happen next is not to be recorded here. If you wish to discuss next steps, this needs to be done face to face with the person to whom you are referring the incident.

Key points to remember are:

- Use non-emotive language and write in third person.
- Write up only what you are sure of – what you witnessed or heard.
- If you are reporting details that were reported to you, make sure you indicate this. Example: "John Smith reported that.....", or "John Smith alleged..." John Smith would then be listed as a witness to the incident.
- Even if you are not referring an incident, just recording it, the more detail you can record here, the easier it is for others to act on this further up the line.
- Two OneSchool behaviour categories can be selected per incident. The first selected should be the most serious Category.
- Only select ONE staff member to refer the incident to. If you would like a second person to be aware of the incident or situation, you may refer that person as well, but add comment FYI and their name at the end of your text box. E.g. "FYI N. TICKLE".

OneSchool Behaviour options	OneSchool Definition	Major/Minor/Persistent minor definitions and guidance	Referral
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Major - Swearing or insult directed at staff. Threats to others.	Deputy Principal
		Major - Swearing or insult directed at students with aggressive intent.	Head of Department
		Persistent minor - ongoing inappropriate language around staff or students despite intervention or re-teaching of expectations	Head of Department
		Minor - indirect inappropriate language (swearing, name calling or use of words in an inappropriate way) around staff or students	Teacher
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Major - Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Head of Department
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Major - Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons, online or in person. Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	SS / JS Head of Department
Defiance	Student refuses to follow directions given by school staff.	Major - Repeated refusal to follow instructions that escalates a situation or puts students' or staff safety at risk.	Deputy Principal
		Persistent minor - Repeated refusal to follow instructions despite ongoing teacher interventions. Third consistent minor.	Head of Department (Curriculum)
		Minor - Refusal to follow instructions promptly, aligned to the value of Respect. However, behaviour becomes compliant with teacher intervention or support.	Teacher
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Major - Repeat intentionally offensive behaviours/statements towards adults or students that are not socially acceptable. Disruption to a school/ cultural/religious custom. Major dishonesty. Other conduct prejudicial to the good order and management of the school. Misrepresenting the school in the community with behaviours that breach school values.	Deputy Principal
		Persistent Minor - Ongoing minor disrespect towards adults or students. Ongoing unsportsmanlike or unfair behaviour. Ongoing minor breaches of integrity.	Head of Department
		Minor - Minor disrespect towards adults or students. Unsportsmanlike or unfair behaviour. Minor breaches of integrity.	Teacher
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Major - Major/significant and deliberate disruption to the learning environment that impairs the teachers' ability to teach or a students ability to learn.	Head of Department
		Persistent Minor - Third minor disruptive behaviour incident that requires intervention.	Head of Department
		Minor - Minor disruptive behaviour incident that requires teacher intervention and consequence.	Teacher

OneSchool Behaviour Definitions

Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Major - Offensive slogans or revealing clothing.	Deputy Principal
		Persistent Minor - Repeated pattern of uniform infringements despite intervention.	Year Level Coordinator
		Minor - Student is not in correct school uniform or does not follow uniform change policy (recorded in the schools uniform processes via Daymap).	Teacher
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Major - Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Deputy Principal
Fighting	Student is involved in mutual participation in an incident involving physical violence.	Major - Fighting that could cause major harm to another person that includes mutual participation in punching, kicking, spitting, grabbing, tackling, holding or using an object.	Deputy Principal
		Minor - Behaviour that could cause minor harm such as pushing, shoving, throwing an object, or tripping. Behaviour de-escalates with intervention.	Teacher
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Major - Repeated or serious delivery of harmful messages related to gender identity, ethnicity, race, religion, disability, physical features or other identity characteristics.	SS / JS HOD
		Persistent minor - Ongoing incidents of inappropriate name calling or teasing related to gender identity, ethnicity, sex, race, religion, disability, physical features, despite teacher intervention.	Year Coordinator
		Minor - Isolated incidents of inappropriate name calling or teasing in any format.	Teacher
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur. This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Major - Behaviour that is not mutual that may cause major harm to people or property such as hitting, slapping, punching, hitting with an object, scratching, hair pulling.	Deputy Principal
		Persistent Minor - Repeated inappropriate hitting, kicking, tackling or physical contact between friends, or towards flora, fauna or school property that doesn't cause significant damage, that does not stop due to teacher intervention. Third minor referral.	Head of Department
		Minor - Inappropriate hitting, kicking, tackling or physical contact between friends, or towards flora, fauna or school property that doesn't cause significant damage.	Teacher
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Major - Major destruction, damage or disfigurement school property or other student property	Deputy Principal
		Minor - Unintentional or attempted damage or misuse of school property that causes minor damage to school property or student property.	Head of Department
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Major - Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Deputy Principal
		Minor - Inappropriate use of equipment that does not cause harm or injury to others.	Teacher
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Major - Student has ongoing and major refusal to take part in activities or learning, breaching schools' Commitment value. Student has not submitted assessment task after due date and after teacher has made effort to follow up.	Head of Department
		Minor - Student refuses to take part in activities or learning, breaching schools' Commitment value. Student has not submitted homework tasks repeatedly.	Teacher
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Major - Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. Examples include tobacco, alcohol, cannabis, vapes, or other prohibited substances or implements.	Deputy Principal
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Major - Student has used technology to conduct themselves in a way that contradicts the school values, including fraudulent or illegal activity, hacking, impersonating staff or other students or members of the community, or threatening behaviour (e.g. False reviews online, social media activity with reference to the school, use or distribution of pornography) Major - repeated mobile phone infringements as recorded on Daymap.	Deputy Principal
		Minor - Using mobile phone on school grounds.	Student sent to the office for confiscation.
		Minor - Use of video games in class time, using computer at lunchtime. Use of computer for off task purposes.	Teacher
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Major - Student has been involved in a theft in or outside of school grounds	Deputy Principal
		Minor - Student has been involved in trivial theft and has been assumed to have intended no harm (e.g. Theft of pencil, rubber, chips, Zooper Dooper)	Teacher
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Major - Student has been confirmed to have been out of school grounds without permission or appropriate reason	Deputy Principal
		Persistent Minor - Persistent late to school (or Learner-preneur) without permission or a pattern of late arrival to school.	Year Level Coordinator
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Major - Student has been confirmed to have been present at school but not in a class. Major - Student has been confirmed to have been present at school but not in a class (ongoing / multiple subjects).	Head of Department Year Level Coordinator
		Persistent Minor - Repeated late to class without permission note or late pass, and with no improvement after teacher intervention.	Head of Department
		Minor - Arriving late without permission note or late pass	Teacher
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Major - Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid).	Deputy Principal
		Minor - Student in possession of aerosol cans.	Teacher (confiscates and provides to Deputy Principal)
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Major - Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Deputy Principal
Other - charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 	Major - Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 	Principal

