



Bentley Park College

Student Code of Conduct 2024-2027

Equity and Excellence

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

Implementation of Equity and Excellence is the government's commitment to empower children, students, teachers, principals and staff to put equity and excellence into action and support sustainable, long term improvement.

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Endorsement

Principal Name: Bruce Houghton

Principal Signature:

Date: 12 March 2024

P/C President Name: Lionel Brooks

P/C President Signature:

Date: 12 March 2024

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Purpose

Bentley Park College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents, carers and visitors.

The Bentley Park College Student Code of Conduct sets out the responsibilities and processes used in our school to promote a productive, effective whole school approach to discipline.

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



Principal's Foreward

Bentley Park College is a state school located in the Southern Corridor of Cairns and offers the advantage of a complete Prep to Year 12 education. The College opened its gates in 1997 and comprises Primary and Secondary Sectors, including a Special Education Program, on one of the largest school sites in Queensland.

Bentley Park College acknowledges the Gimuy Walubarra Yidinji People, the Traditional Owners of the land the College is located, and pay respect to their Elders, their Ancestors and Future Generations.

At Bentley Park College, students achieve through quality teaching and learning and are motivated by the motto and vision, 'Aspire Learn Achieve'. Diversity is celebrated and the values of respect, responsibility and resilience are proudly upheld.

Our Pillars of Excellence underpin learning opportunities in Academia, Citizenship, The Arts, Technology and Sport, with students moving through the key juncture years of education (Years P-2, 3-6, 7-9 and 10-12) within an inclusive and enriching learning environment. Strengths in these areas are witnessed every day in our students and in the career success of our graduates.



ASPIRE - LEARN - ACHIEVE


VISION
Aspire Learn Achieve

MISSION
Students achieve a complete Prep to Year 12 education
in an environment that inspires excellence in
Academia, Citizenship, The Arts, Technology and Sport.

VALUES
Respect Responsibility Resilience

PILLARS OF EXCELLENCE

 
ACADEMIA CITIZENSHIP

  
THE ARTS TECHNOLOGY S P O R T

BENTLEY PARK COLLEGE
A Complete Prep to Year 12 Education

Embedded in the five Bentley Park College Pillars of Excellence are the five College rules:

1. Be a learner
2. Be respectful
3. Be safe
4. Be responsible for your own behaviour
5. Be in the right place at the right time

These rules 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.

Bentley Park 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 details the behaviour of students that is expected and the types of disciplinary consequences that may be used to respond when behaviour does not meet these expectations. It also details how school staff will explicitly teach expected behaviours and provide opportunities for students to practice. Our Student Code of Conduct provides an overview of the school's local policies.

Our Student Code of Conduct also details how teaching and learning is differentiated to respond to the learning needs of all students. College initiatives and connections across many aspects of school life has provided the opportunities for various targeted learning programs to provide holistic student support, enabling access, participation and continuous academic improvement.

Parents and carers are encouraged to play an active role in their student's learning and attend regular parent teacher interviews, information nights and College events. The Parents and Citizens' Association is active and plays a vital role in the College, fostering parental and community engagement and supporting the achievement of quality educational outcomes for students.

The Local Community Education Body is an active group that provides advice to the College on Aboriginal and Torres Strait Islander education through co-design of programs. i.e. Yabaru Bulmba.

The College is committed to working with and building our community, industry and tertiary partners to encourage students to discover and develop their interests and talents. Each student is supported to succeed in their chosen pathway, actively contributing to society and reaching their full potential. This is reflected in our service commitment:

At Bentley Park College, we strive to ensure that every student

- Achieves at least one year of learning growth each year
- Experiences seamless transitions across key P-12 junctures
- Attains a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement
- Achieves an ATAR which provides a University pathway, pursues a Vocational Educational Training (VET) pathway and/or moves successfully into the workforce.

I thank the students, teachers, parents, carers and other members of the community for ensuring familiarity with the Bentley Park College Student Code of Conduct and fulfilling the obligations expected in relation to adherence to school standards and the following of appropriate processes.

P&C Statement fo Support

As president of the Bentley Park College P&C Association, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Bruce Houghton and his team has ensured that all parents and carers have had multiple opportunities to contribute and provide feedback on the final product.

This has been an important aspect in the development of the Bentley Park College Student Code of Conduct, as the awareness and involvement of parents and carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent, carer and student of Bentley Park College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents, carers and students know that schools provide support and advice to help address problems of bullying, and the flowchart on page 32 provides an excellent starting point to understand how to approach the school about these types of problems.

The Resilience Project (TRP) is an example of a very successful program that has been embedded in the P-12 curriculum at the College, providing practical, evidence-based mental health strategies for students to build resilience and happiness. Students engage in focused weekly discussions and activities around the Resilience Project's GEM priorities – Gratitude, Empathy, Mindfulness, as well as Emotional Literacy. This program is well supported by College staff and the P&C endorses its benefits.

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

School Captains' Statement

On behalf of the student body at Bentley Park College, we endorse the Student Code of Conduct for 2023. The document represents the views of young people on a range of issues affecting their lives at the College. We encourage the incoming College Captains to work with the College Administration Team and the Bentley Park College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the College Captains are encouraged to talk with any of the College Captains directly.

College Captain: **Marlee Baston**

Date: 12/03/2024

College Captain: **Jyuji Komine**

Date: 12/03/2024

College Captain: **Annalise Lee**

Date: 12/03/2024

College Captain: **Hayley Storey**

Date: 12/03/2024

Consultation

A cross-college task team was established in 2019 to develop the Bentley Park College Student Code of Conduct and operated throughout 2020. The team consisted of classified officers and other staff who met fortnightly to review existing documentation, consult over refinement of processes sensitive to new guidelines, and prepare this Student Code of Conduct. The consultation process used to inform the development of the Bentley Park College Student Code of Conduct occurred in three phases.

In the first phase, a series of internal meetings with staff were conducted between November 2019 and April 2020. During these meetings, a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey were examined. Working in teams, all information relevant to the Student Code of Conduct was gathered and centralised in one location. These teams also critiqued current College documentation and practices.

In the second phase, all students, parents, carers and staff were surveyed on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the College.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in Term 4 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Bentley Park College Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Bentley Park College Student Code of Conduct, including parent/carers information evenings and promotion through the school website and newsletters.

Review Statement

The Bentley Park College Student Code of Conduct will be reviewed annually to maintain currency, with a comprehensive review conducted in line with the Four-Year Plan review.

Learning and Behaviour Statement

It is the primary responsibility of the principal to ensure systems are in place to promote and support the learning and wellbeing of students when they are at school or involved in school activities. All physical and cyber spaces at Bentley Park College are considered positive teaching and learning environments that are open, respectful, caring and safe, supporting each student's personal and social development and staff wellbeing.

Learning and behaviour are inherently linked and the importance of supporting student wellbeing for enhancing learning is well established. Bentley Park College is committed to communicating to its school community its commitment to student learning and wellbeing by embedding all aspects of school life through a combination of systems, symbols and behaviours to develop an optimistic learning culture that creates the environment for students to succeed. This includes elements related to staff capability and efficacy, College rules and policies, systems that drive student LOA improvement, bespoke explicit programs designed to cater for unique groups of students, transitions and organisational systems involving health, safety and wellbeing. Specifically:

1. Developing Staff Capability and Efficacy
2. College Rules and Policies
 - Acceptable Use of Information Technology and Virtual Reality Equipment and Systems Policy
 - Appropriate Use of Social Media Policy
 - Attendance Policy
 - College Rules
 - Industrial Technology and Design Safety Policy
 - Lunchtime Detention Policy
 - Obtaining and managing student and individual consent
 - Parent and Community Code of Conduct
 - Preventing and Responding to Bullying Policy
 - Refund Policy
 - Representative Eligibility Policy
 - Responsible Thinking Classroom (RTC) Policy
 - Sports Academy Participation Policy
 - Safe Secure Environment Policy
 - Student Code of Conduct
 - Student Driver Policy
 - Student Use of Mobile and Electronic Device Policy
 - Temporary Removal of Student Property Policy
 - Uniform and Dress Code Policy
 - Whole School Approach to Discipline Policy
 - Work Experience Policy
 - Year 11 and Year 12 Assessment Policy
3. High Expectations for Students
 - Goal Setting and Student Led Conferences
 - JCE Tracking System
 - QCE Tracking and Case Management System
 - QCIA Tracking and Case Management System
 - Behaviour Management Procedures

4. Explicit College Programs

- Flexispace
- Alternative Learning Program STEP 1
- Alternative Learning Program STEP 2
- Ready2Learn
- Yaburu Bulmba
- Bentley Park College Clontarf Academy
- Positive Behaviour 4 Learning (PBL) and The Resilience Program (TRP)

5. Bentley's Best Programs

- Bentley's Best: Academia
 - Enrichment@Bentley
 - Young Writer's Award
 - TechExpress
 - Aspire Program
 - Aspire Transition Program
 - Interschool Academic Challenge
 - Impact Centre
 - Gateways to Industry Health
 - Gateways to Industry ICT
 - Virtual Reality
 - Competitions and Enrichment
- Bentley's Best: Citizenship
 - Student Leadership Program
 - Peer Mentor Programs
 - International Study Tours and Visits
- Bentley's Best: Sport
 - HPE Excellence
 - Sports Academy
 - Rugby League Academy
 - Netball Development Program
 - Representative Sport
 - Brisbane Roar Football Club Skills Training Centre
- Bentley's Best: Technology
 - Robotics Club
 - VR Club
 - Esports
- Bentley's Best: The Arts
 - Instrumental Music
 - College Band
 - Primary Choir
 - Showcases

6. Transitions

- Transitions: Prep
- Transitions: Year 7
- Transitions Years: 10-11

7. College Environment and Operational Procedures

- College Events
- College Parades
- College Facilities

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Bentley Park 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 and strive to use behavioural incidents as opportunities to re-teach.

The development of the Bentley Park College Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers 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/carer and school staff member.

Any students or parents/carers who have questions or would like to discuss the Bentley Park College Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the relevant sector Deputy Principal Student Services or Head of School.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the College, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, ***Be a Learner, Be Respectful, Be safe, Be Responsible for your Behaviour*** and ***Be in the Right Place at the Right Time***.

Students

Below are examples of what these PBL expectations look like for students across the College. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Bentley Park College.

Be a Learner

- Be organised and stay on-task in class.
- Participate in their learning program and school activities, always striving for quality work.
- Allow other students to participate in their learning program and the teacher to deliver lessons uninterrupted.
- Complete their work and assessments on time.
- Ask for assistance when it is needed.

Be Respectful

- Treat other students, staff and members of the community courteously and fairly at school.
- Wear the college uniform.
- Show respect for their own person and tolerance towards other students and staff.
- Work hard and comply with requests or directions from the teacher and principal.
- Represent the College with pride.
- Respect the property of others and the school.
- Assist in the maintenance of a clean environment.

Be Safe

- Conduct themselves in a manner that ensures their personal safety and the safety of others around them.
- Understand and follow Health, Safety and Wellbeing processes including College emergency procedures.
- Use all equipment properly.
- Eat and play in designated areas.
- Follow all safety directions.

Be Responsible for your Behaviour

- Think for themselves and make good choices.
- Accept responsibility for actions.
- Look out for younger students.
- Abide by the school rules/expectations and policies as outlined.

Be in the Right Place at the Right Time

- Attend school every day.
- Arrive at school on time, ready to learn.
- Be in the right place for all lessons.
- Access the appropriate lunch time areas in the College.

Parents/Carers and Staff

The tables below explain the PBL expectations for parents/carers when visiting our school and the standards we commit to as staff.

Be a Learner

Parent/Carer Expectations	Staff Expectations
Support their child to be prepared with all required learning resources.	Be prepared for all lessons and teach quality and engaging curriculum through the use of effective pedagogical practices.
Support and encourage their child to achieve their best possible result.	Take responsibility for student engagement and achievement.
Support their child to meet the learning and behavioural expectations at school.	Explicitly teach learning and behavioural expectations and regularly provide feedback about student progress.
Actively participate in meetings to discuss their child's learning progress.	Actively support school meetings and events.

Be Respectful

Parent/Carer Expectations	Staff Expectations
Make an appointment to speak with a staff member to discuss matters relating to their child.	Respond as soon as practicable to requests for appointments and negotiate a mutually agreeable date and time.
Be courteous and act in a fair and respectful manner towards staff, students and other community members.	Encourage respectful relationships between staff, students and community members.
Encourage their child to show pride in the College.	Encourage students to show pride in the College.
Listen to teacher's concerns about their child, follow up and support at home.	Seek parent/carer support to quickly address any student concerns.
Respect the obligation to maintain school, student and staff privacy, including in their online communications.	Maintain confidentiality about information relating to students, staff and community members.

Be Safe

Parent/Carer Expectations	Staff Expectations
Support the College <i>Safe Secure Environment</i> policy.	Work with others to create a clean and safe work / learning environment
Ensuring their child respects their own , others and school property.	Ensuring students respect their own, others and school property.
Support their child to be safe at school through compliance with Health, Safety and Wellbeing procedures.	Explicitly teach students expected safety procedures and correct use of equipment.

Be Responsible

Parent/Carer Expectations	Staff Expectations
Be familiar with and actively support the five school rules and key school policies.	Explicitly teach and reinforce the five school rules and school policies.
Be actively involved in the school through attendance at meetings and school events.	Actively support school meetings and events.
Stay informed about school news and activities through reading the school website, newsletter, Facebook page and other materials sent home.	Keep parents/carers informed about school news, excursions or events through suitable communication - electronic or paperbased.
Ensure the school has current personal details recorded for their child and other information related to their learning, social and behavioural needs.	Support parents/carers with the sharing of information about the child's learning, social and behavioural progress at school.

Be in the Right Place at the Right Time

Parent/Carer Expectations	Staff Expectations
Ensure their child attends school every day and arrives to school on time.	Encourage daily attendance and monitor.
Support their child to be punctual to class with all necessary resources.	Model punctuality and organisation.
Communicate with the school about student absences.	Inform parents/carers of unexplained absences and support attendance.

Consideration of Individual Circumstances

Staff at Bentley Park 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 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/carers to

know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/carers and students will respect the privacy of other students and families.

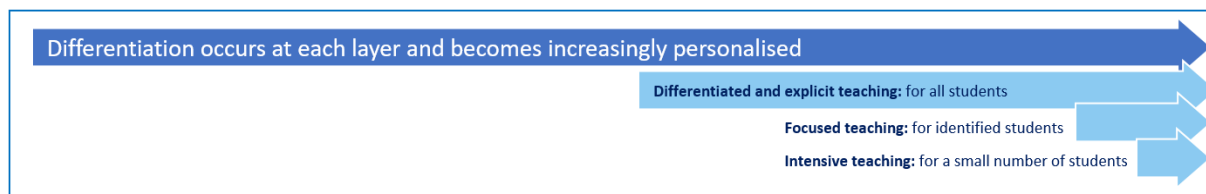
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the appropriate sector Deputy Principal Student Services or Head of School to discuss the matter.

Differentiated and Explicit Teaching

Bentley Park 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.

Bentley Park College teachers 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 in the PBL framework. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Focused Teaching

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

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

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

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

Bentley Park College has a range of Student Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school offers additional evidence-based and bespoke programs to address specific skill development for some students, including:

- STEP 2
- Yabaru Bulmba
- Clontarf Foundation
- Project Booyah
- Deadly Choices
- School Chaplaincy
- Catch Me If You Can
- Year 9 Boys/Girls Program
- Case Management.

For more information about these programs, please speak with relevant sector Deputy Principal Student Services.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

Legislative Delegations

This section of the Bentley Park College Student Code of Conduct lists links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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 Bentley Park College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the appropriate College staff member immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the relevant sector Head of School and/or College Principal in consultation with staff and other relevant stakeholders. On occasions, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out-of-school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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.

Differentiated

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

- establishing expectations – making rules
- giving instructions – instructing students on what to do
- waiting and scanning – stopping to assess what is happening
- cueing with parallel acknowledgement –praising a particular student to prompt others
- body language encouraging – smiling, nodding, gesturing and moving near
- descriptive encouraging – praise describing behaviour
- selective attending – not obviously reacting to certain behaviours
- re-directing to the learning – prompting on-task behaviour
- giving a choice – describing the students options and likely consequences of their behaviour

- following through – doing what you said you would
- corrective feedback (e.g. “Hand up when you want to ask a question.”)
- rule reminders (e.g. “When the bell goes, stay seated until I dismiss you.”)
- explicit behavioural instructions (e.g. “Pick up your pencil.”)
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- classwide incentives - Reminders of incentives or class goals
- low voice and tone for individual instructions
- giving 30 second ‘take-up’ time for student/s to process instruction/s
- reducing verbal language
- breaking down tasks into smaller chunks
- providing positive choice of task order (e.g. “Which one do you want to start with?”)
- prompting student to take a break or time away in class
- modelling appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- providing demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from classroom), RTC
- detention.

Focused

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

- individual student behaviour support strategies (e.g. individual behaviour management plans/Discipline Improvement Plan)
- targeted skills teaching in small group
- token economy – Success Tickets, B’Coin
- detention
- behavioural contract developed within behaviour classroom
- counselling and guidance support
- self-monitoring plan
- Check in Check Out strategy
- time out card/chill card
- positive behaviour monitoring card
- teacher coaching and debriefing
- referral to Student Services for team-based problem solving
- stakeholder meeting with parents/carers and external agencies.

Intensive

The College Leadership Team work in consultation with school-based Student Services or regionally-based specialist staff to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- complex case management and review
- stakeholder meeting with parents/carers and external agencies, including regional specialists
- 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.

Minor and Major Behaviours

Bentley Park College makes efforts to prevent inappropriate student behaviour from occurring by regularly teaching, reinforcing and reminding students of expected behaviours. When inappropriate behaviour does occur, College staff members attempt to ensure that consistent and proportionate consequences are allocated, taking into account individual student circumstances.

OneSchool, the Department's software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes, enables staff to record information and data related to student management and curriculum and assessment. All inappropriate behaviour incidents are recorded by appropriate staff members on OneSchool within a Student's Profile as either a Minor or Major incident type. Responses or actions related to the incident, including school disciplinary actions, can also be linked here.

When responding to inappropriate behaviour, all attempts are made by College staff to ensure that students understand the relationship between their behaviour and that which is expected by the College.

Consistent Responses to Inappropriate Behaviour

At Bentley Park College, authorised sector staff members investigate behavioural incidents and issue suitable consequences, as per behavioural processes. Minor incidents are dealt with by class teachers. Major incidents require a higher level of intervention. Students may receive in-school consequences for their behaviour, however for more serious behaviour breaches, consequences may result in a school disciplinary absence from 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 Bentley Park College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Bentley Park College are expected to attend a re-entry meeting before the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication through the development of a Discipline Improvement Plan (DIP).

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings will take into account the individual student circumstances, and kept short and small, with only the Principal or their delegate attending with the student and their parent/s/carer/s. A record of the meeting is saved in OneSchool, under the behaviour and contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, as per the template for the Discipline Improvement Plan on OneSchool. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community while revising and agreeing to the student's Discipline Improvement Plan.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an

appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Bentley Park 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 Electronic Devices
- 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 Policy** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

The following items are explicitly prohibited at Bentley Park 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).
- Drugs** (including tobacco, vapes).
- 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 Bentley Park 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/carer or calling the police.

Consent from the student or parent/carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/carers (e.g. to access an EpiPen for an anaphylactic emergency).

Consent from the student or parent/carer is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/carers should be called to make such a determination.

Parents/carers of students at Bentley Park College are to:

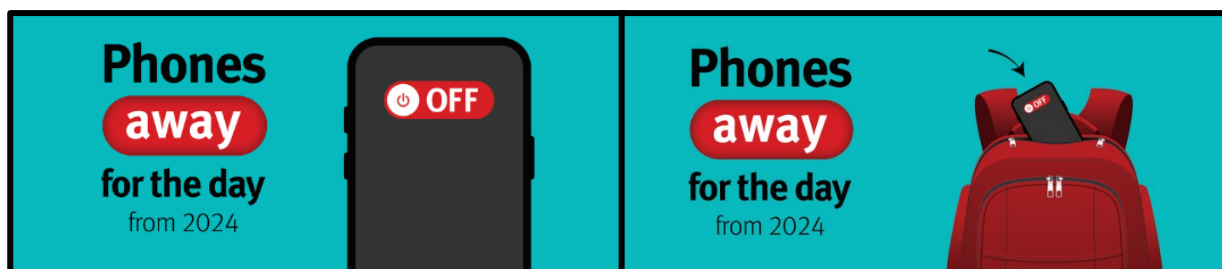
- ensure their children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bentley Park College Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve 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 relevant sector Deputy Principal, Head of School or state school staff that the property is available for collection.

Students of Bentley Park 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 Bentley Park 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
- must collect their property as soon as possible when advised by the relevant sector Deputy Principal, Head of School or state school staff it is available for collection.

Student Electronic Devices



‘Away for the day’

Advice for state schools on student use of mobile devices

From the beginning of Term 1 2024, all Queensland state school students must keep their mobile phones switched off and ‘away for the day’ during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The decision to implement a consistent, state-wide approach to putting mobile phones away during the school day is based on the advice of a former Queensland Family and Children’s Commissioner, who completed an independent review of Queensland’s approach to mobile phones, including consultation with key education stakeholders from each education region, as well as a research review on student use of mobile phones and personal devices in schools.

‘Away for the day’ will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

In consultation with the P&C, Bentley Park College has developed a Local Implementation Approach, consistent with this advice that details clear expectations for parents/carers and students about what devices are allowed at school, how they are to be used, and the possible consequences for failing to meet the stated expectations. It is included in the College *Student Code of Conduct*.

Local Implementation Approach

For the purpose of this local implementation approach:

- devices include **all mobile phones and wearable devices** like smartwatches and listening devices (earphones/buds/pods and headphones)
- the **school day** is defined as the time a student:
 - enters the school grounds, until they leave; or
 - is engaged in a school activity either on or off campus, until the activity concludes.

Bringing mobile phones and wearable devices to school	<p>Students are permitted to bring mobile phones and wearable devices to school to:</p> <ul style="list-style-type: none"> • support safe travel to and from school • make contact with parents/carers, friends and part-time employers outside of the school day, and • be contacted about their own child or person under their care. <p>If a student chooses to bring a phone or wearable device to school, they will be responsible for it for the entire school day.</p>
Storage of mobile phones and wearable devices	<ul style="list-style-type: none"> • Mobile phones are to be turned off and out of sight, either on their person (e.g., in their pocket), or in their school bag for the entire day, including break times and transitions between classes; • Wearable smartwatches may be worn on their person, but cannot be used for communication. • Listening devices are turned off and stored out of sight.
Exemptions	<p>Students may be granted a temporary or ongoing exemption to access and use their mobile phone or wearable device during the school day for an approved purpose. Exemptions are considered on a case-by-case basis by the principal and may require additional supporting information. All exemptions will be reviewed annually. Students who qualify for an individual exemption will be provided with an <i>Exemption Pass</i>.</p> <p>Examples of exemptions include:</p> <p>A. Individual Circumstances</p> <ul style="list-style-type: none"> • the mobile phone or wearable device is used by the student to monitor or manage a medical condition • the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties • the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications • the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect • the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or • students in Years 11 and 12 who are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology. <p>B. School specific exemptions - Currently approved by the Bentley Park College Principal</p> <ul style="list-style-type: none"> • Students are permitted to use a mobile phone or wearable device to make school payments, including for tuckshop, uniform shop and office payments. • Upon approval from the College Principal, teachers may give permission for students to use their mobile phone/wearable device in the classroom, for an agreed educational purpose.

	<ul style="list-style-type: none"> • Student access and use of mobile phones and wearable devices during school representative sports, camps or excursions either denied or permitted at specified and supervised times, as detailed on the <i>Excursion Consent Form</i>.
Contacting students	<ul style="list-style-type: none"> • Parents/Carers are requested to support this approach and not attempt to contact their student during school hours on their personal mobile phone or wearable device. • For urgent matters, parents/carers can phone the College on 4040 8111, and follow the prompts to the relevant sector administration office, to request a message is passed onto their student.
Contacting parents/carers	<ul style="list-style-type: none"> • If a student is feeling unwell, or experiences an issue during the school day, they cannot access and use their mobile phone or wearable device to make contact with their parent/carer. They can attend the relevant sector Student Services office where parents/carers can be phoned by the administration officer: <ul style="list-style-type: none"> ○ Primary – R Block or Primary Sick Bay ○ Junior Secondary – AA Block or Secondary Sick Bay ○ Senior Secondary – G Block or Secondary Sick Bay • For approved exemptions, students can access and use their mobile phone or wearable device to make contact with their parent/carer by attending the sector designated space (Primary – R Block or Secondary – G Block Student Services Foyer) during timetabled lunch breaks or as per the agreed approved conditions detailed on their <i>Mobile Device Exemption Pass</i>.
Contacting Employers	<p>Students with part-time work need to notify their employer that they will not be able to receive or respond to messages and calls during school hours. Once students depart the school grounds, they will be able to check for messages from their employers.</p>
Consequences	<p>CLASSROOM</p> <ol style="list-style-type: none"> 1. If a staff member sees a student using a mobile phone or receiving notifications during school hours, they will provide a verbal reminder about expected behaviour and ask the student to put their device away and out of sight, or switch off notifications. 2. If they do not comply, the student will be instructed to take the device with an <i>Out of Class Pass</i> (green slip) to the relevant Administration Officer (Primary – A Block; Secondary- AA Block – Student Reception) <p>The Administration Officer will:</p> <ul style="list-style-type: none"> - write the student's name on a yellow envelope and seal the device within - record the violation in IDAttend and issue the student with an <i>Items Handed In</i> receipt - advise the student to collect the device after 3.00pm on the day - record the type and make of the device in the <i>Confiscated Personal Devices Register</i> <p>They will not return a confiscated item without sighting the <i>Items Handed In</i> receipt.</p> 3. If the student refuses to take their mobile device to the relevant office or returns without an <i>Items Handed In</i> receipt, this will be treated as a major behaviour. The RBT/RBO/SSO will be contacted and the student will be escorted to the Primary Responsible Thinking Classroom (RTC), or relevant Junior/Senior Secondary Administration Office, for non-compliance as per the

	<p>Student Code of Conduct. This behaviour will be referred to a Classified Officer for further consequences.</p> <p>NON-CLASSROOM</p> <p>1. If a student refuses to provide their name or take their mobile device to the relevant office, the RBT/RBO/SSO will be contacted and the student will be escorted to the Primary Responsible Thinking Classroom (RTC), or Secondary Behaviour Hub, for non-compliance as per the Student Code of Conduct. This behaviour will be referred to a Classified Officer for further consequences.</p>
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ICT Facilities and Devices

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 Bentley Park College Student Code of Conduct. In addition students and their parents/carers should:

- understand the responsibility and behaviour requirements (as outlined by Bentley Park College) 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 college's teaching and learning programs
 - the College is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a college's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the college, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

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

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

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

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

Bentley Park College - Bullying response flowchart for teachers

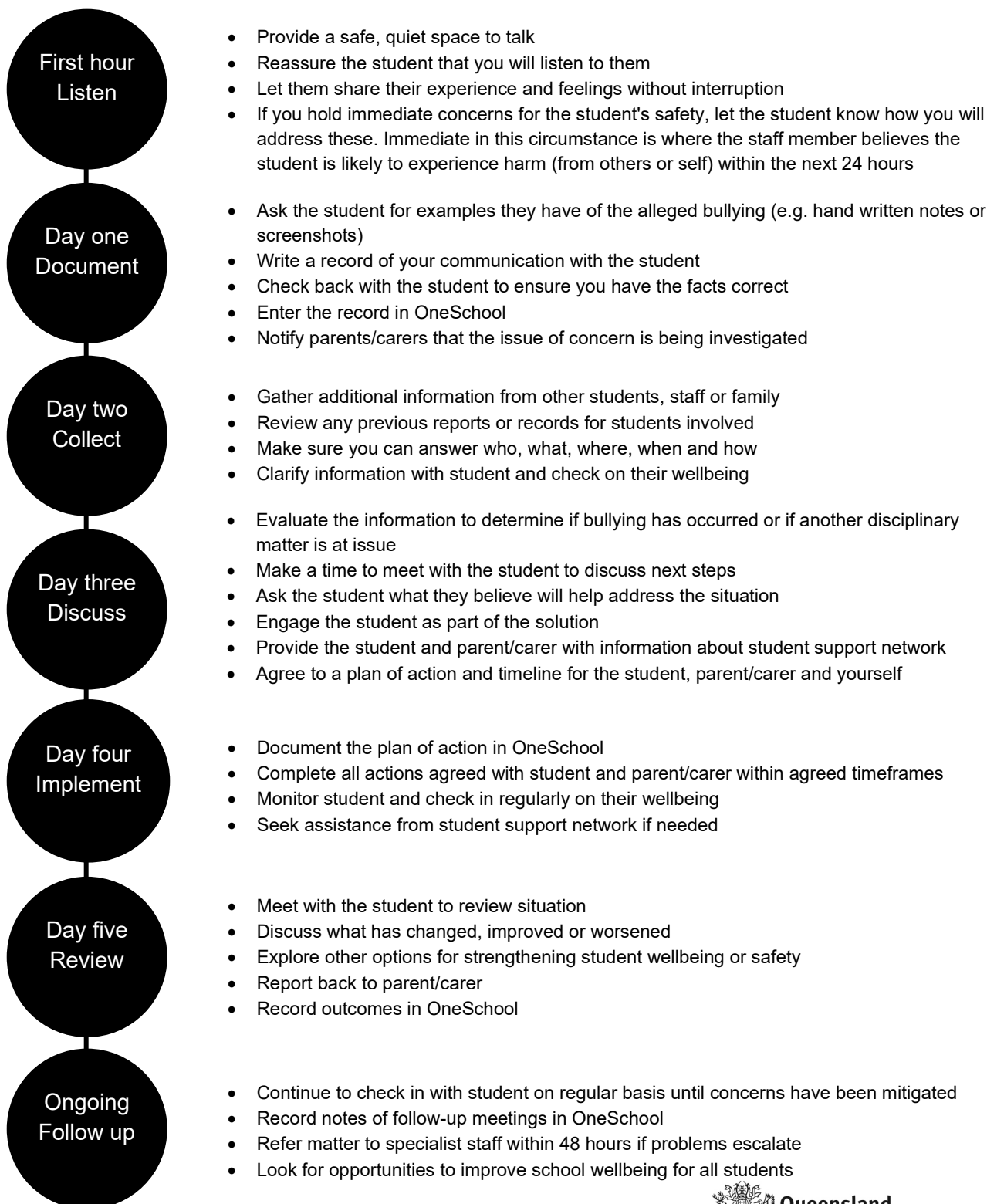
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents/carers to report bullying:

Prep to Year 6 - Class teacher

Year 7 to Year 9 - Teacher or HOD Jun Sec: hodjuniorsec@bentleyparkcollege.eq.edu.au

Year 10 – Year 12 - Teacher or HOD Sen Sec: hodseniorsec@bentleyparkcollege.eq.edu.au



Cyberbullying

Cyberbullying is treated at Bentley Park 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.

Key contacts for students and parents/carers to report cyberbullying:

Prep to Year 6 - Class teacher

Year 7 to Year 9 - Teacher or HOD Jun Sec: hodjuniorsec@bentleyparkcollege.eq.edu.au

Year 10 – Year 12 - Teacher or HOD Sen Sec: hodseniorsec@bentleyparkcollege.eq.edu.au

It is important for students, parents/carers 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/carers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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.

Bentley Park 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](#).

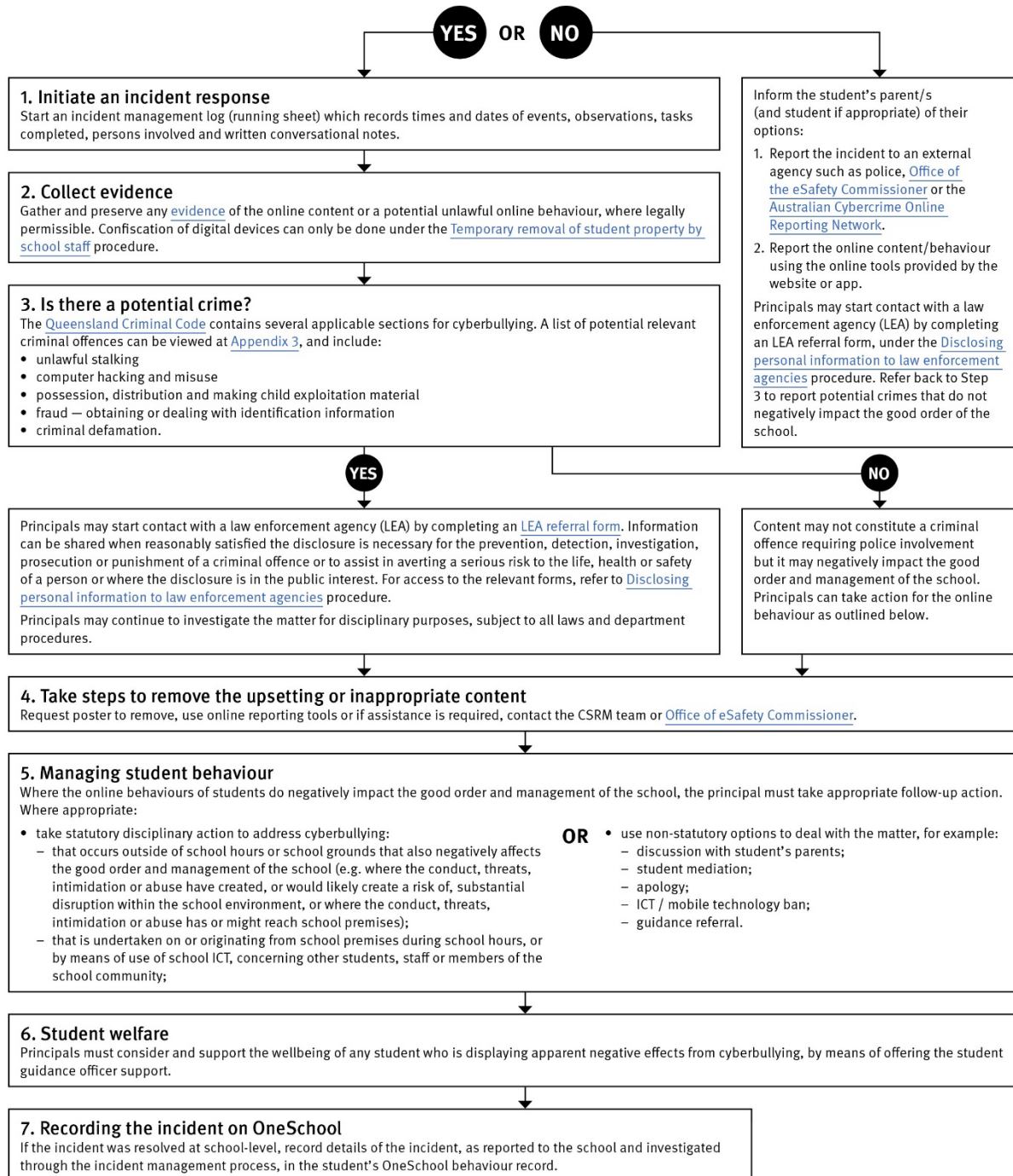
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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

Bentley Park College 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. 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 Bentley Park 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 justice strategy. College disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Anti-Bullying Compact

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

Bentley Park College – Anti Bullying Compact Agreement

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

- treat everyone with kindness and respect
- abide by the college's anti-bullying policies and procedures
- support individuals who have been bullied
- speak out against verbal, relational, physical bullying and cyber bullying
- notify a parent/carer, teacher, or school administrator when bullying does occur.

Student signature

Parent/carer signature

College representative signature

Date

Appropriate Use of Social Media

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

It's important to remember that sometimes negative comments posted about the college community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the college community. Reputations of students, teachers, schools, principals and even parents/carers 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/carers 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/carer 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/carers 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/carers of school notices, the department prefers that parents/carers 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 College Principal or relevant sector Head of School.

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/carers are not. If you are tagging or naming students, consider that other parents/carers 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

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

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

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

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

1. Regard to the human rights of those students.
2. Safeguards students, staff and others from harm.
3. Ensures transparency and accountability.
4. Places importance on communication and consultation with parents and carers.
5. Maximises the opportunity for positive outcomes.
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 focussed review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

Related procedures or guidelines school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning:

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Bentley Park College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our College. There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

- cooperate in a respectful way and understand that unreasonable conduct will not be tolerated
- lodge a customer complaint with the school or education centre, region or division
- provide a clear idea of the problem and the desired solution
- provide all relevant information when the customer complaint is made
- understand that complex customer complaints can take time to assess, manage and resolve
- understand that some decisions cannot be overturned or changed using the Customer complaints management framework
- inform the department of changes affecting the customer complaint, including if help is no longer required
- if dissatisfied with the outcome of the customer complaint, request an internal review within 28 days of receiving the complaint outcome.

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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