

# BENOWA

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STATE HIGH SCHOOL

## **Student Code of Conduct**

**April 2023**

Respect

Integrity

Diligence

Compassion

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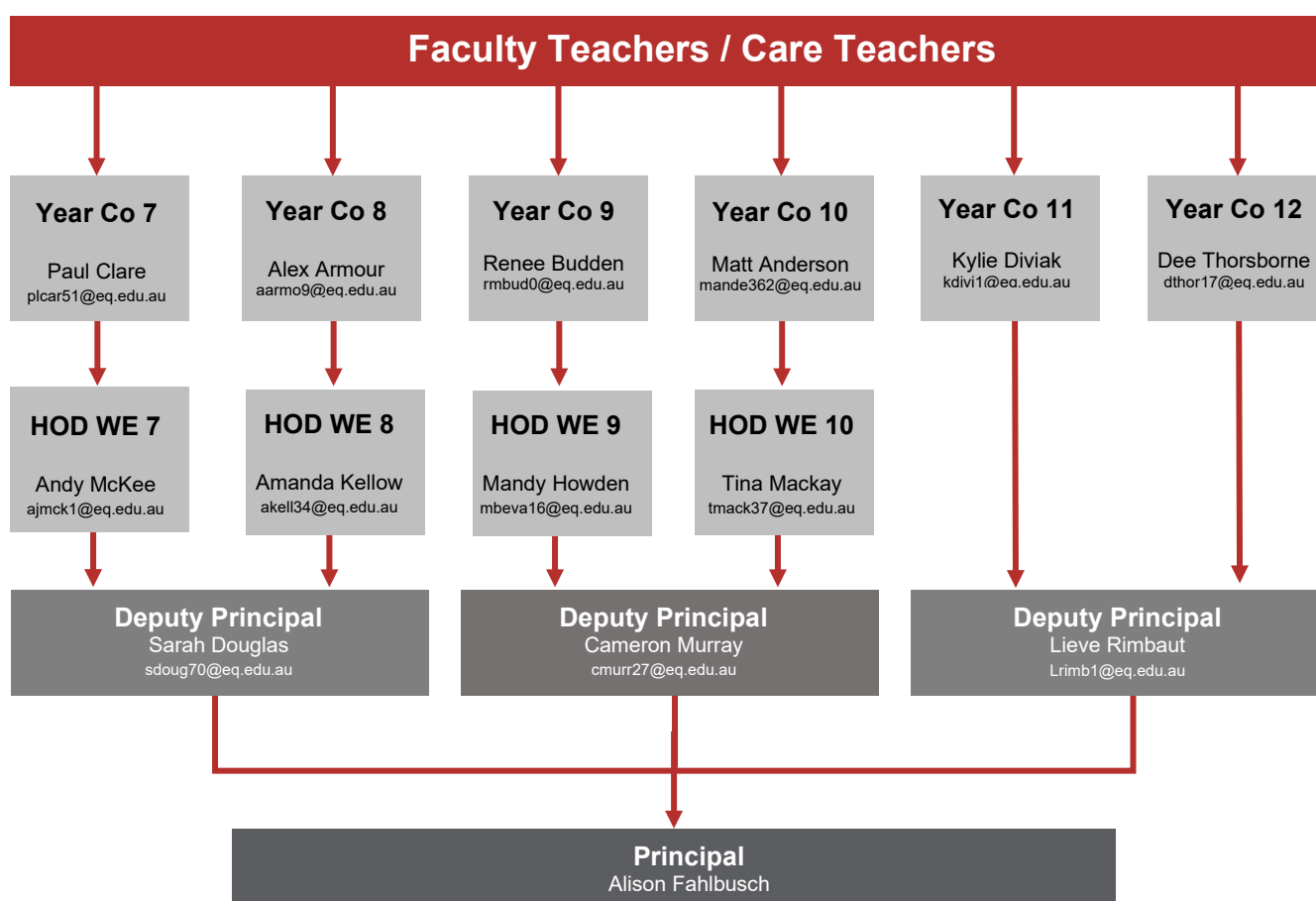
## Student Code of Conduct - Purpose

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

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists us in creating and maintaining a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process.

## Contact Information



## Consultation, Review and Endorsement

Benowa State High School has developed this plan in collaboration with our school community. The plan was endorsed by the Principal, the President of the P&C and the Chair of the School Council in 2022 and will be reviewed further throughout 2022/2023 and amendments made and published as required.

Data collection on attendance, absenteeism, school disciplinary absences and behaviour incidents in 2020-2021 informed the revision process. The plan is reviewed every three years to ensure practice remains relevant and responsive to student and staff needs. Review may occur more frequently in response to changes in departmental policy or procedures.

### ENDORSEMENT

Principal Name: Alison Fahlbusch

Principal Signature:

Date:

School Council Chair Name: Dr Harry Kanasa

School Council Chair Signature:

Date:

## Whole School Approach to Discipline

Benowa State High School promotes learning, creativity, and innovation as the platform upon which to build prosperity and quality of life. We are strongly committed to our Mission Statement “Many Pathways ~ No limits” and provide a professional, inclusive, diverse, and futures-oriented education that enables and strongly encourages all students to achieve their full potential.

Essential to an effective learning environment is the expectation for all members of the school community to conduct themselves in a lawful, ethical and responsible manner. Benowa State High School sets high expectations for student conduct. Our school community has adopted the following school values, which underpin our approach to developing high standards of responsible behaviour:

- Respect: I must respect the opinions of others even if I disagree with them
- Integrity: We have integrity when what people see is the same as who we say we are
- Compassion: The value of compassion cannot be over emphasised. No greater burden can be borne by an individual than to know that no-one cares or understands.
- Diligence: The expectations of life depend up on diligence: the carpenter that would perfect his work must first sharpen his tools.

These values support our pursuit of academic excellence, our commitment to leadership development and striving for personal bests in a range of endeavours. They also provide the platform for the development of responsible and proactive global citizens.

After taking into account individual circumstances, we adopt logical consequences and offer counselling and mediations as effective ways of supporting students in their journey to become valuable participants in society. An extensive team of school staff help students who require support to make positive choices and develop stronger relationships. Accepting personal responsibility is crucial, and our approach is to talk with students about their choices and pathways as we seek to build social skills to empower them to be confident, contributing members of society.

The first step in facilitating standards of behaviour is communicating those standards to all students. At Benowa State High School, we emphasise the importance of directly teaching students the behaviours we expect them to uphold at school. This strategy is directed towards all students and is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

School Values:	We Expect Members of Our School Community will:
<b>Diligent</b>	<ul style="list-style-type: none"> <li>• Learn to the best of their ability</li> <li>• Attend school every day</li> <li>• Maximise the value from classes by:               <ul style="list-style-type: none"> <li>○ Being prepared</li> <li>○ Completing all classwork</li> <li>○ Being punctual</li> <li>○ Completing all homework</li> <li>○ Behave in a way that actively contributes to an effective learning environment</li> </ul> </li> <li>• Strive for personal growth</li> <li>• Participate in a range of school activities</li> <li>• Look after their health and encourage others to do so</li> <li>• Engage with the information provided for success</li> </ul>
<b>Compassion</b>	<ul style="list-style-type: none"> <li>• Uphold the values of the school</li> <li>• Support and acknowledge the achievements of others</li> <li>• Volunteer to lead and assist in a range of activities</li> <li>• Show kindness to other students and be aware of those around them</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Treat others politely</li> <li>• Recognise and respect the differences of race, ethnic background, gender, socio-economic status and ability</li> <li>• Treat others with understanding and kindness</li> <li>• Respect other people's property</li> <li>• Care for the school environment and property</li> <li>• Behave and dress in a way that displays pride in self and our school and aligns our school's existing policies</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Express opinions respectfully using established forums</li> <li>• Behave and speak appropriately, even when no-one is watching</li> <li>• Use Social Media appropriately adhering to the four core values</li> <li>• Be honest</li> </ul>

### Restorative Practices (RP)

As teachers (and administrators), we know that a safe and orderly educational environment is vital to effectively and efficiently deliver high-quality instruction. Students who display problem behaviour, break rules or commit serious school offenses, can disrupt this environment and jeopardize the safety and learning of other students. Consequences such as removal from class and suspensions may be necessary to maintain the good order and management of our school.

At its core, RP is a philosophical shift away from the traditional, punitive approach to wrongdoing. RP views misbehaviour as an offense against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, RPs seek to address underlying issues of misbehaviour and reintegrate wrongdoers back into the school and classroom community. The RP process is led and managed by our school's Responsible Thinking Room (RTR) teachers, Year Coordinators and the Heads of Department (HOD) of Wellbeing and Engagement and Deputy Principals. It is a cornerstone of our school's Student Code of Conduct.

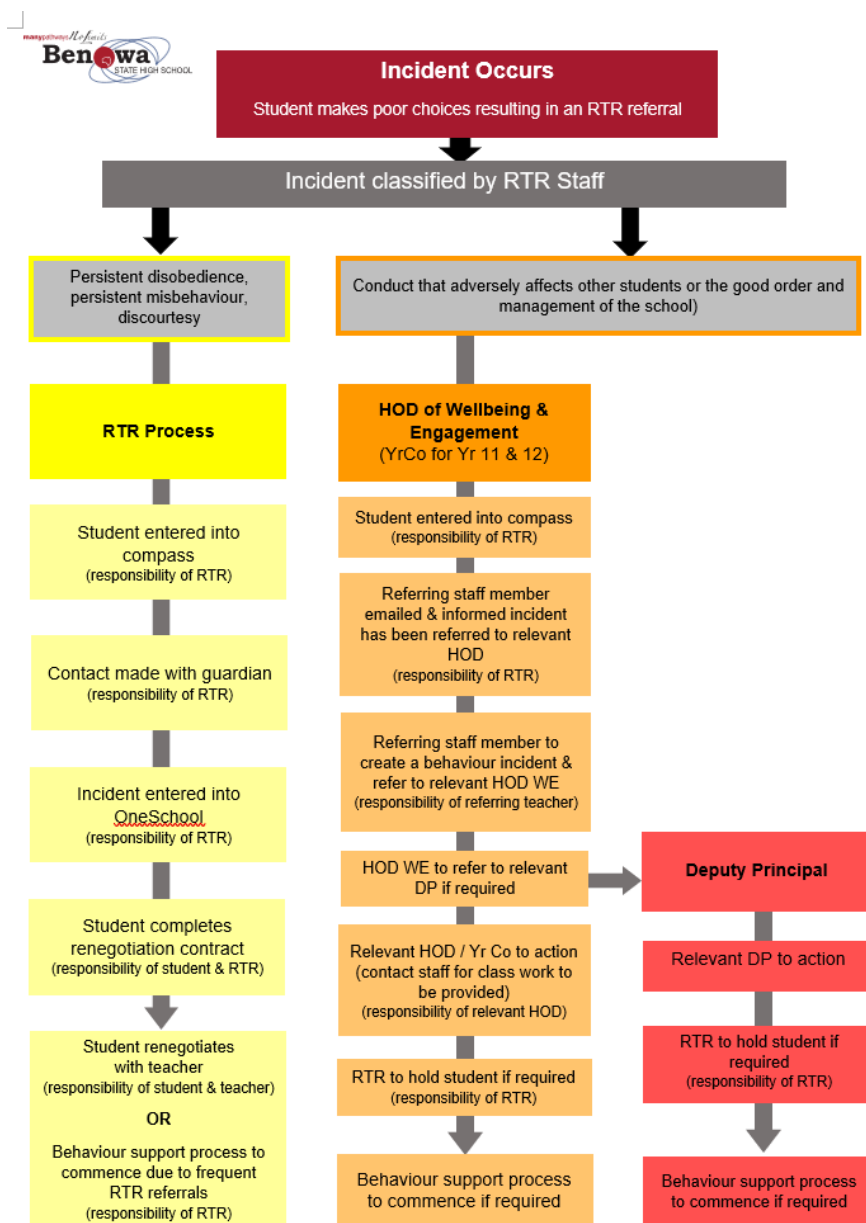
Traditional/Punitive Approach	Restorative Approach	In Practice
What rule was broken?	Who has been hurt/what relationship was damaged?	What are you doing?
Who broke the rule?	What are the needs of those harmed and what parties have a stake?	What should you be doing?
What do they deserve/how will they be punished?	What stakeholders will be involved and what process will put things right again?	<ul style="list-style-type: none"> <li>• What happens in this school when you choose to persistently disrupt the class?</li> <li>• Is that what you are choosing, or would you prefer to stay here?</li> <li>• What will happen next time you choose to disrupt?</li> </ul>

RP is a framework and set of practices used for the prevention of rule breaking and as an intervention after a rule is broken. RPs are informally and formally implemented school-wide.

### RP in our classrooms

- Establishing classroom rules and expectations as a group to engage in shared decision-making
- Teaching, modelling and practicing “effective statements/questions” that explain/ask how others are impacted
- Asking students five reflective questions to self-identify problem behaviour and encourage self-correction (refer to In Practice)
- Using “student-led conferences” to discuss academic and social progress

## School-wide RP at Benowa State High School



- *Peer Mediation* and student-centred well-being programs
- *Restorative Agreements* - a plan of action to repair or “put right” the offense where the student creates a contract assisted by RTR staff.
- *Reintegration following RTR Referral* - the student meets with the teacher to re-negotiate their place back into the classroom setting, with the created contract.
- *Reintegration following suspension* - holding a restorative meeting as determined by the Year Coordinators/HODs of Wellbeing and Engagement/Deputy Principal to reintegrate the student back into the school community. This may include a Behaviour Support Booklet or Post Suspension Contract.

Parents/Caregivers are contacted and invited to contribute and support their child in being successful in the classroom and school environment. Once students have completed a re-entry to class plan, it is their responsibility to present it to the teacher who referred them. This occurs during lunch break so private negotiations without distractions may take place. The negotiation process provides an opportunity not only to deal with the referral issue, but also to build and re-establish some rapport between student and teacher.

### RP as a school intervention strategy

Our school contends that RP are effective in reducing suspensions, office referrals, disruptive behaviour, detentions, and bullying while also improving school climate and teacher-student relationships. RP is not a one-

size-fits-all approach and realistically some students may refuse to participate. RP can be available in a continuum of options to address problem behaviour and school offenses. Just as instruction is differentiated, teachers and administrators differentiate discipline to meet the needs of all of our students.

While RP are used in response to many varied cases of unacceptable behaviour, this school has a range of consequences used in response to misbehaviour and/or non-compliance of expectations and rules. Lunchtime detentions are issued by class teachers for incomplete class or assignment work. When a student is late without a valid reason or is wearing incorrect uniform without a valid reason, administration office staff, Year Coordinators or HODs of Wellbeing and Engagement will issue a lunchtime detention. The RTR teachers manage the detention process from this point forward. If a student fails to attend the lunchtime detention and then first or second afterschool detentions that follow as a consequence, behaviour may become wilful disobedience and a suspension may ensue. Year Coordinators and HODs of Wellbeing and Engagement manage the suspension process.

### **Detention issued**

- In instances where students are not in correct uniform without a valid reason, they will be issued a lunchtime detention
- In instances where students arrive late to school without a valid reason, they will be issued with a lunchtime detention.
- In instances where students truant from class/classes they will be issued an afterschool detention.

### **Lunchtime detentions**

- Lunchtime detentions are held on the same day they are issued.
- Lunchtime detentions are held during second break (from 1:05 to 1:35pm) in B08
- Students will be notified via email, and it will appear on their Compass timetable.

### **First afterschool detention**

- In the event that a student does not attend their scheduled lunch time detention, they will automatically be issued an afterschool detention to be held the next applicable day.
- Afterschool detentions are held from 2:55-3:25pm on Mondays, Wednesdays and Thursdays in the RTR (room IRT1).
- Students will be notified via email, and it will appear on their Compass timetable.
- Caregivers will be notified via SMS
- Students may have their detention moved to another day by visiting Mrs Sabelja or Mrs Thompson in the RTR.
- Repeated uniform infringements that are not addressed by student appropriately.

### **Second afterschool detention**

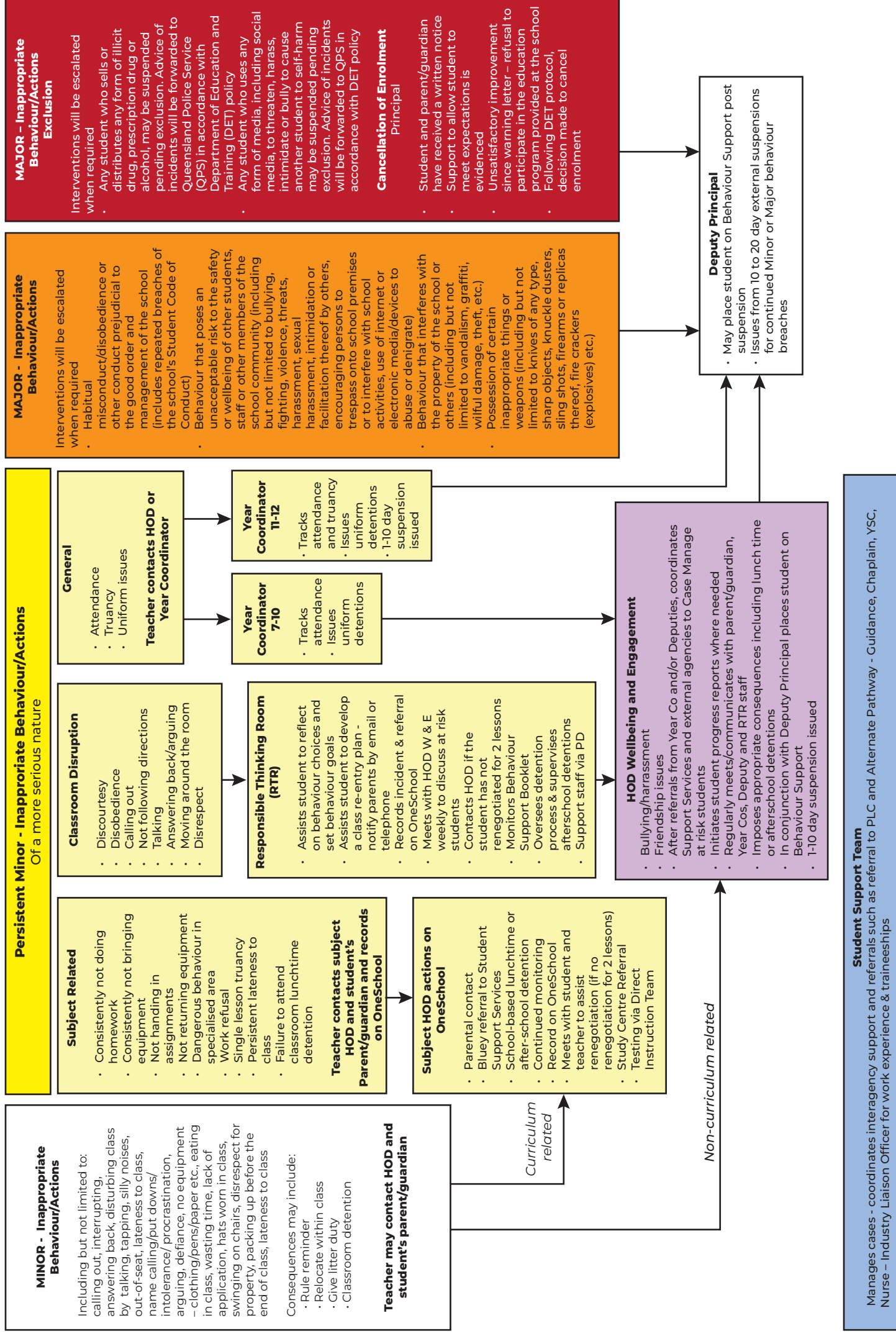
- In the event that a student does not attend their scheduled afterschool detention, they will automatically be issued a second afterschool detention to be held the next applicable day.
- Afterschool detentions are held from 2:55-3:25pm on Mondays, Wednesdays and Thursdays in the RTR (room IRT1).
- Students will be notified via email, and it will appear on their Compass timetable.
- Caregivers will be notified via SMS and email.
- Students may have their detention moved to another day by visiting Mrs Sabelja or Mrs Thompson in the RTR.

### **Suspension**

- In the event that a student does not attend their second scheduled afterschool detention, they will receive a suspension, during which time they will be unable to attend school.
- Continued persistent uniform infringement that equates to wilful disobedience.



# Behaviour Intervention and Support Plan



## Differentiated and Explicit Teaching

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

Teachers at Benowa State High School differentiate what students are taught, how they are taught and how students can demonstrate what they know. 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.

Benowa SHS has no tolerance for drug/poison abuse and supply, violence, or possession of any form of weapon. The sharing of inappropriate images via any electronic media or use of electronic media to sexually harass or intimidate others will be regarded as gross misconduct. Depending on the circumstances, our response may involve the Queensland Police Service (QPS), suspension or exclusion. The school's policy for dealing with inappropriate use of personal technological devices at school is noted in Annexure 2.

### Consideration of individual circumstances

Our students are treated as individuals, and whatever their circumstances, every effort is made to ensure that they are successful not only academically but also socially. Benowa State High School strives to achieve this in two ways; a global approach and by individual consideration.

The global, or whole school approach, incorporates natural justice and fair and equitable practices. All students at Benowa State High School who may be involved in conflict or dispute situations, are required to give a Student Statement detailing their point of view. Input from Year Coordinators, HODs of Wellbeing and Engagement and/or Deputy Principals ensures any contributing factors which impact on the decision-making process are thoroughly considered. In this way the Student Code of Conduct enables a fair and equitable approach to behaviour management.

At Benowa State High School, a flexible approach is taken in addressing unacceptable behaviour. However, while every effort is made to support our students who have behaviour difficulties, we will never allow unacceptable behaviour to disrupt the teaching and learning process.

At risk students are supported through Benowa State High School's Student Support Services Team, which is a multidisciplinary team made up of Guidance Officers and other support team members, Year Coordinators, HODs of Wellbeing and Engagement, HOSES and Deputy Principals.

## Student Property

The use of mobile phones and electronic devices, including ear pods/headphones, is subject to the following policy:

- Items are to be switched off during class time to protect the classroom environment and to not interfere with the learning of other students
- Students will be directed to the Administration Office where the item/s is held in a secure place as per the department's Temporary Removal of Student Property procedure (refer Annexure 3)
- Items may be collected from Administration Office at 2.45pm

## Prohibited Items

The following items which may interrupt the good order and management of the school are not permitted at school, on school excursions, at school functions or on camps:

- Chewing gum
- Skateboards/scooters
- ebikes
- Aerosol cans of any kind, including deodorant
- Matches or lighters
- Illicit drugs
- Legal drugs including, but not limited to cigarettes, vapes, alcohol
- Weapons of any sort, whether real or imitation

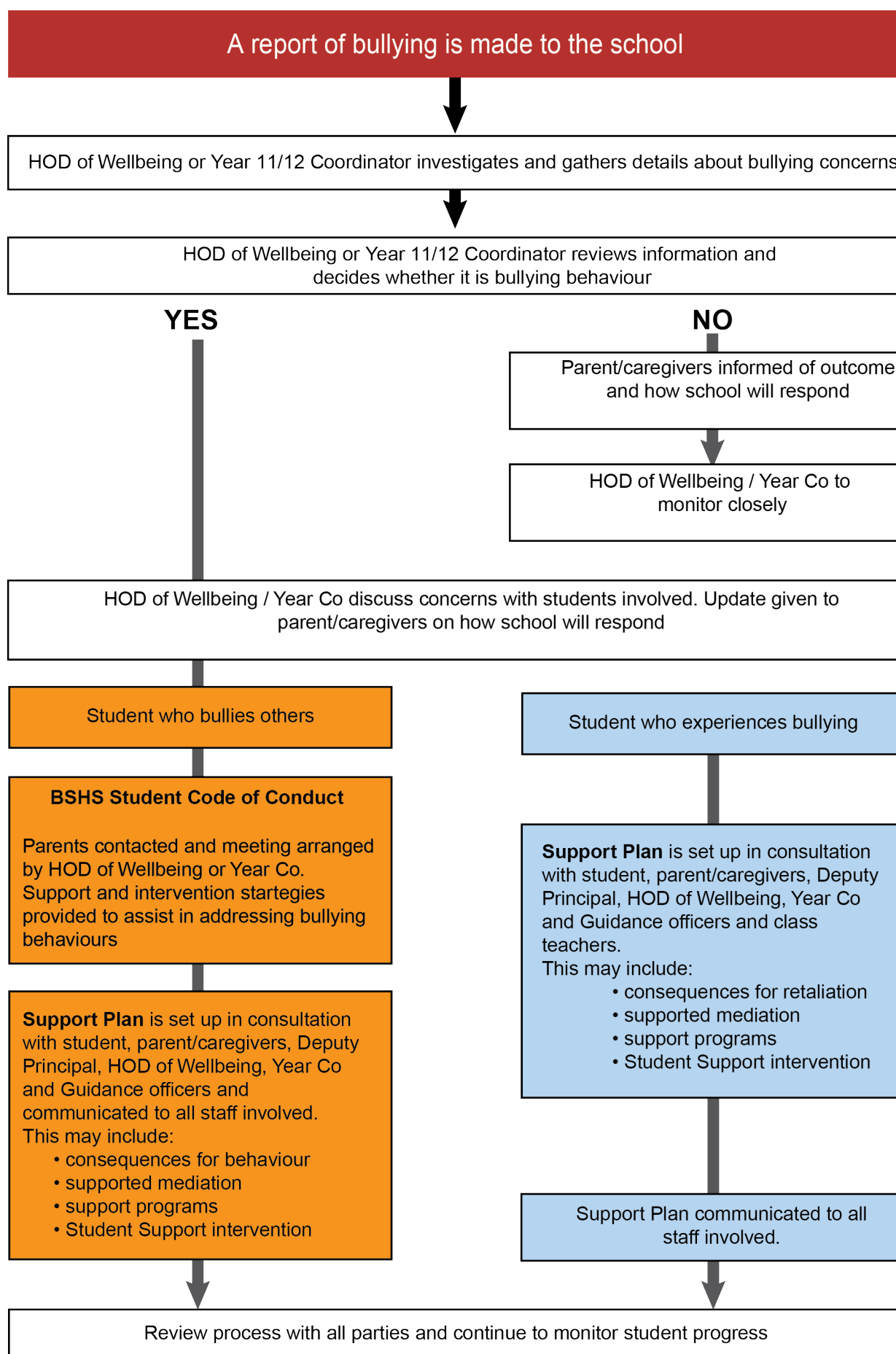
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## Procedures flowchart for dealing with bullying behaviour

Benowa SHS defines bullying as per the agreed national definition for Australian schools:

- 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 repeatedly 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.** These are dealt with as stand-alone incidents.



# How to manage online incidents that impact our 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 under the [Student protection procedure](#).

## Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into 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](#).

## Help

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

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

YES

or NO

### 1. HOD WE Initiates an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. HOD WE Collects evidence

Gather and preserve evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

### 3. Deputy Principal determines if there is a potential crime (See Appendix 3 of the [Online incident management guidelines](#).)

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cyber Security Centre](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

### 4. Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

### 6. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



Queensland  
Government

## Examples of Inappropriate Behaviour / Actions

The following table outlines examples of inappropriate behaviour

	Area	Examples of inappropriate behaviours	Examples of consequence	Responsible officer/s
Diligence	Classroom	Late to class	Make up lost time	Classroom teacher
		Late to school	Lunchtime Detention	Office Support Staff
		Not completing classwork or homework	Complete work under supervision	Classroom Teacher
		Disrupting other students in class	Detention	Classroom Teacher
			Use of RTR Process	RTR Teachers
	Attendance	Not completing course requirements	Warning of Cancellation of Enrolment	Classroom Teacher → Head of Department → Deputy Principal → Principal
			Cancellation of Enrolment	
		Truancy	Make up lost time	Classroom Teacher → Head of Department → Year Cos or HOD WE
			Community Service	
			After school detention	
Respect	Use of Electronic Devices	Leaving the school grounds without permission/pass	Suspension	
			Monitoring of attendance	Year Cos / HOD WE → Deputy Principal
		Inappropriate use of electronic devices during class	Supervised breaks	
			Community Service	
			After school detention	
	Environment & Property	Inappropriate use of electronic devices during class	Device removed	Student to office to hand in
		Accessing inappropriate content on an electronic device	Withdrawal of network access	Classroom Teacher → Head of Department → Year Co/HOD WE → Deputy Principal → Principal
		Inappropriate use of/damage to the school network	Suspension	
			Exclusion	
				Deputy Principal → Principal *
		Littering	Clean up a designated area	Supervising Teacher
		Stealing	Return stolen item and recompense for harm caused	Year Cos/HOD WE → Deputy Principal → Principal *
			Suspension	
		Graffiti/damaging property	Repair property/pay damages	Year Cos → HOD WE → Deputy Principal → Principal *
			Detention	
			Suspension	
			Exclusion	



Integrity Compassion	Safety	Unsafe behaviour	Make the situation safe Suspension Exclusion	Classroom Teacher → Head of Department → Year Cos/HOD WE → Deputy Principals → Principal *
		Water or food fights	Clean up mess & detention Suspension	Classroom Teacher → Head of Department → Year Cos/HOD WE
		Possessing or using weapons	Suspension/Exclusion	Year Cos/HOD WE → Deputy Principal → Principal *
	School Community	Inappropriately using images or publishing images using the school name or identifying features without permission	Suspension/Exclusion	Deputy Principal → Principal *
		Publishing inappropriate or abusive material about staff or students in any public or school domain	Suspension/Exclusion	Deputy Principal → Principal *
		Contacting media outlets without the authorisation of the Principal	Suspension/Exclusion	Deputy Principal → Principal *
		Encouraging person(s) to trespass on to school premises or to interfere with school activities. This includes but is not limited to entering school grounds during or out of school hours without prior permission.	Suspension/Exclusion	Deputy Principal → Principal *
	Others	Threats/Bullying	Restorative Practices Suspension/Exclusion	Classroom Teacher → Year Cos/HOD WE → Deputy Principal → Principal
		Violence/Fighting	Suspension/Exclusion	Year Cos/HOD WE → Deputy Principal → Principal *
	Compliance	Missing detention	Additional detention Suspension	Classroom Teacher → Head of Department → Year Cos/HOD WE
		Wilful disobedience	Detention Community Service Suspension Exclusion	Classroom Teacher → Head of Department → Year Cos/HOD WE → Deputy Principals → Principal

Personal Conduct	Inappropriate language	Detention Suspension Exclusion	Classroom Teacher → Year Cos → HOD WE → Deputy Principals → Principal
	Failure to wear appropriate uniform	Change in to correct uniform After school detention	Classroom Teacher → Year Cos
	Possessing and/or using drugs/poisons <sup>^</sup> , possessing drug/poison implements, providing drugs/poisons or implements or being under the influence of drugs/poisons at school	Suspension Exclusion	Deputy Principals → Principal *
	Any sexually explicit action	Suspension Exclusion	Deputy Principals → Principal *
	<b>Smoking cigarettes or using vape devices</b> in/around the school grounds	Suspension Exclusion	Deputy Principals → Principal *
	Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Benowa State High School		

Please note that this is not an exhaustive list, as it simply identifies examples.

\* QPS may also be involved or notified of incidents that break the law.

<sup>^</sup>Drugs/Poisons may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances classified to be a drug/poison. This includes vaping, e-cigarettes, etc.

## School Policies

- Positive Relationships, Safe School Policy (Annexure 1)
- Use of Personal Technology Devices at School Policy (Annexure 2),/
- Temporary Removal of Student Property Policy (Annexure 3)
- Restrictive Practices Policy (Annexure 4)
- Emergency and Critical Incidents Policy (Annexure 5)