



Benowa State High School

Student Code of Conduct 2026-2029

Purpose

Benowa State High School (Benowa SHS) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Benowa SHS Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective, whole-school approach to discipline.

Benowa SHS is an inclusive school that caters for all students and promotes success through promoting the values of:

- Respect
- Diligence
- Integrity, and
- Compassion

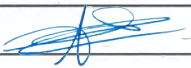
These values have been used in the development of this Student Code of Conduct with the commitment to building the skills of all of our students to be confident, self reflective, valued members contributing positively to society.

The Benowa SHS Student Code of Conduct purpose is to facilitate high standards of behaviour from all in the school community, prioritise learning and teaching in our school, ensure all students are able to experience success and provide a safe workplace for staff. This Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Contact Information

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Contact Person:	Ben Weeks, Principal

Endorsement

Principal Name:	Ben Weeks
Principal Signature:	
Date:	29/05/2026
P/C President Name:	Marion Allard
P/C President Signature:	
Date:	29/05/2026

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Principal's Foreword

Benowa State High School is committed to providing a caring, safe, supportive, and disciplined learning environment where all of its members are valued, and where social and academic learning outcomes are maximised through quality teaching, positive relationships and a highly developed curriculum. The school recognises the close relationship between effective teaching, quality learning, high achievement, and responsible and respectful behaviour.

As a precursor to engagement, we understand that relationships comes first. By ensuring we have developed quality relationships with all children and their families, we can positively influence how our children learn to get along with others, to solve conflict peacefully and to develop strategies for managing their lives which will carry them through to adulthood. We call this skill self-management. When children learn to manage their emotions, behaviour and relationships with others in positive ways, they are setting themselves up for a greater likelihood of success in life – a life in which they can have great friends, have positive influence over their surroundings, feel in control of themselves and make choices which impact on themselves and others for the better. In other words, a life in which they can be happy, be well and help others be happy and well too.

The focus on positive relationships and sense of belonging is critical in our culturally rich and inclusive school. Our school is committed to setting high standards in behaviour and effort which cultivates achievement and the development of individual talents for every student to ensure we deliver our vision of Many Pathways~No Limits. The school is committed to achieving its objectives by:

- Delivering the highest quality curriculum, teaching, learning and assessment practices.
- Providing a whole school approach to achieve high standards in literacy and numeracy for all students.
- Providing a safe and caring environment where all students and staff recognise themselves as Redbacks.
- Maintaining a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve their potential.

The Student Code of Conduct provides a framework for teaching responsible and respectful behaviour that demonstrates respect for themselves and others. It affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

The Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

I thank those involved for their work in bringing this Benowa State High School 'Student Code of Conduct' together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

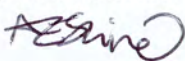
We encourage all parents to familiarise themselves with the Benowa State High School Student Code of Conduct, to take time to talk with their children about the expectations and to discuss any support they may need. Any parents who wish to discuss the Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Benowa SHS P&C Association. With your support, we can work collaboratively with our school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captains/Leaders Statement

On behalf of the student body at Benowa SHS, we endorse the Student Code of Conduct for 2026-2029. Throughout the year, we will work with the school administration team and the Benowa SHS P&C Association to assess how the Student Code of Conduct is working, identify areas for improvement, and present alternative options or suggestions for consideration.

School Captain Name: Ava Shine

School Captain

Signature: 

Date: 29/05/2026

School Captain Name: Angel Sibi

School Captain

Signature: 

Date: 29/05/2026

School Captain Name: Baran Jalilian

School Captain

Signature: 

Date: 29/05/2026

School Captain Name: Charlotte Stent

School Captain

Signature: 

Date: 29/05/2026

School Captain Name: Lily Callum

School Captain

Signature: 

Date: 29/5/26

School Captain Name: Nello Bisa

School Captain

Signature: 

Date: 29/05/26

School Captain Name: Rahaf Afif

School Captain

Signature: 

Date: 29/05/26



Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes. There are four different confidential surveys for parents, students, staff and Principal.

In Queensland State Schools, data is also captured using OneSchool, a school performance and student management database. Data that may be used to inform the creation of a positive school environment includes student achievement, student attendance, student behaviour (both positive behaviour and inappropriate behaviour) and academic data. Benowa State High School analyses the data to evaluate the implementation of the positive whole-school approach and this is shared with staff and the whole school community to focus on developing a safe and supportive learning environment.

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report.

School Opinion Survey Data – Parent Opinion Survey 2025

Parent Opinion Survey 2025

Benowa State High School

Based on 2025 Parent Survey Results | Compared with SER & State averages



Student Wellbeing & Safety

93.4% Child feels safe at school

90.0% Child likes being at school

89.2% Respectful student relationships



Behaviour & Expectations

92.8% Expectations & rules are clear

83.7% Student behaviour well managed

89.6% Students treated fairly



Communication & Staff Approachability

96.1% Staff are approachable

93.7% Comfortable raising concerns



School Culture & Environment

95.5% Benowa SHS is a good school

95.7% Celebrates student achievement

91.5% School is well maintained

Parent responses indicate strong confidence in Benowa State High School across wellbeing, communication, behaviour, and school culture, with results consistently meeting or exceeding regional and state comparisons.

School Opinion Survey Data – Student Opinion Survey 2025

Student Opinion Survey 2025

Benowa State High School

Based on 2025 Student Survey Results | Compared with SER & State averages



School Satisfaction

84.3% Benowa SHS is a good school

75.0% I like being at school

92.3% The school celebrates student achievement



Behaviour & Expectations

91.3% Expectations & rules are clear

73.7% Students are treated fairly

63.6% Student behaviour is well managed



Student Wellbeing & Safety

86.2% I feel safe at school

85.7% Respectful student relationships are fostered

68.0% I can talk to staff about my concerns



Behaviour & Expectations

91.3% Expectations & rules are clear

73.7% Students are treated fairly

63.6% Student behaviour is well managed



Student Servicing

74.3% The school is well maintained



School Environment

74.3% The school is well maintained

Student responses reflect high levels of satisfaction and confidence in Benowa State High School's school culture, wellbeing, behaviour management, and environment, with results consistently meeting or exceeding regional and state comparisons.

School Opinion Survey Data – Staff Opinion Survey 2025

Staff Opinion Survey 2025

Benowa State High School

Based on 2025 Staff Survey Results | Compared with SER & State averages



Workplace Culture & Wellbeing

99.3% Enjoy working at the school

99.3% Feel this school is a safe place to work

97.8% Staff are well supported



Behaviour & Expectations

97.1% Student behaviour is well managed

96.4% Students are treated fairly

92.3% Expectations and rules are clear



Communication & Leadership

98.6% Respectful student relationships are fostered

93.4% Feel staff moral is positive



School Environment

86.6% The school is well maintained



Overall Confidence

99.3% Benowa SHS is a good school



Communication & Leadership

98.6% Respectful student relationships are fostered



School Environment

86.6% The school is well maintained

Staff responses show strong confidence in Benowa State High School's workplace culture, behaviour standards, leadership support, and school environment, with results consistently meeting or exceeding regional and state comparisons.

School Disciplinary Absence Data

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions are only used as a last resort option for addressing **serious** behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

The following table shows the count of suspension and exclusions reported over the previous three years.

Type	2023	2024	2025
Short suspension	203	216	90
Long suspension	18	22	10
Exclusion	6	9	0

Consultation

In developing the Benowa State High School Student Code of Conduct, collaboration between school staff, students, parents, and the wider school community has occurred. The school has gathered feedback through meetings, and discussions to ensure that the high expectations include shared values, promotes positive behaviour, and supports student wellbeing. This inclusive approach helps create a sense of belonging, ownership and understanding among all stakeholders, ensuring that this published version provides clarity, is fair, and aligned with the school's broader expectations and the Department of Education's guidelines.

Learning and Behaviour Statement

Our staff are committed to delivering a high quality of education for every student. We believe that all adults within our school community – whether visiting or working, should consistently uphold the same four care values that we expect of our students:

- Respect
- Integrity
- Diligence, and
- Compassion

Below are examples of what these Positive Behaviour expectations look like for students across the school.

	All areas	Learning Areas	Outdoor Areas	Canteen Line	Off campus/Bus Lines
Respect • I respect being a Redback • I respect myself • I respect others • I respect the diversity of our community	I put learning equipment away I keep hands, feet, body and objects to myself I wear the correct full school uniform I respect myself when I make healthy lifestyle choices	I enter learning areas only when supervised I listen attentively, without interrupting I take care of classroom materials, school equipment, and school facilities	I speak and act courteously towards teachers, staff and other students in all outdoor areas including ovals, courts and general outdoor areas I share spaces responsibly by including others and avoiding behaviours that disrupts or damages school property	I speak politely to the canteen staff I use my manners, saying "thank you"	I show consideration for others I represent the school positively
Integrity • I do the right things, even when nobody is watching • I own my behaviour • I follow through on the commitments that I make • I make choices that reflect my values, not what is popular	I report unsafe behaviour immediately to a staff member I take responsibility for my own actions I ensure my phone is 'away for day'	I complete my own work independently and avoid plagiarism or cheating I am reliable when working on group projects or assignments	I use all school equipment and facilities properly according to their purpose I report any damage or safety issues I identify to staff	I own up if I have accidentally skipped ahead I pay for all items taken at the canteen	I hold myself to the highest expectations while in the community I follow road and public transport rules
Diligence • I am an active learner who puts in consistent effort, even when tasks are challenging • I take responsibility for my learning • I take pride in completing my work	I am at school on time, all the time I am organised and ready to learn every lesson, every day I am committed to achieving my goals and demonstrating the school values	I set goals and work hard to achieve them I stay focus on tasks, complete assignments on time, and ask questions to improve my understanding I persist, even when the work is challenging, rather than give up	I clean up responsibly, ensuring all rubbish and food scraps are placed in the bin I practice sunsafety by wearing my hat when outside	I wait patiently I do not push or cut into the line	I queue calm while waiting for the bus I board the bus safely I show responsibility when travelling to school, school activities and home from school
Compassion • I try to understand how others feel	I am always support of others, rather than trying to drag them down	I listen with kindness and respect when others share their ideas or experiences	I include others in games or conversations so that	I let other go ahead if they are looking rushed	I let students from local primary school board the bus first

before I react or judge. • I offer help to others when I see they're struggling, even in small ways. • I speak kindly and stand up for people who are treated unfairly. • I forgive others and myself when mistakes happen, because everyone deserves compassion.	I show understanding when others offer a different perspective I offer my help to improve the school	I offer to help a classmate who may be struggling with their work or are feeling left out	everyone feels included I check in on other who seem upset or alone during breaks	I am patient when the line is slow	I show kindness and respect community members at all times when in uniform as a representative of the school I support my peers during excursions and events
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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 Benowa State High School.

Student Wellbeing and Support Network

Benowa State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher, Year Coordinator, Head of Wellbeing and Engagement or make an appointment to meet with the guidance officer, SBYHN, psychologist, GP, if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Benowa State High School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Student Support Network

Benowa State High School works to provide a comprehensive Student Support Network to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Students can approach any trusted school staff member to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What They Do
Year Coordinator	- responsible for student engagement and wellbeing at each year level •provides continuity of contact for students and their families through the six years of schooling - Case Manages students with complex needs (with substantial and extensive level of adjustment) - nurtures a sense of belonging to the year level and school - Collaboration with stakeholders with a feedback loop to classroom teachers - Develop & support application of personalised learning plans - Support focused and intensive teaching opportunities for students
EALD Coordinators	- provides continuity of contact for students and their families & stakeholders - personalized planning and supports for students - promoting culturally aware practices across the school - Case manages targeted students
Head of Department – Wellbeing and Engagement	- leadership of Student Support Staff to promote an inclusive school culture - plans and implements educational supports for students with disabilities and English as an Additional Language and or dialect (EALD) students - liaises with allied health professionals to support students who may have barriers to learning
Guidance Officer	- provides a comprehensive student support program within the school environment offering counselling with students on a one on-one basis or in a group setting - assists students with specific difficulties, acting as a mediator or providing information on other life skills - liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Psychologist	- work with students to support their personal and social wellbeing by identifying issues that require change and connecting students and their families with support. - apply evidence-based interventions through personal and family counselling, therapeutic support and group work
Chaplain	- support the general wellbeing of students - provide small group or intensive wellbeing support for students
School Based Youth Health Nurse	- provides class outreach as well as individual health consultations with assessment, support, health information and referral options related to: - healthy eating and exercise o relationships o personal and family problems - feeling sad, worried and angry - exual health - smoking, alcohol and other drugs - Refer to other school personel when required

General Practitioner	Provides access to health information, advice and treatment students need to be safe and healthy.
Indigenous Champion	- working with students and community to ensure the school values First Nations cultures and voice - building opportunity to connect First Nations culture, history and language in the school
Industry Liaison Officer	Support student placement in industry/traineeship/trade training/TAFE/ School-based apprenticeship etc.
Speech Therapist	- accessible by school referral only - support students with speech, language and communication difficulties or with eating and drinking difficulties who are experiencing barriers to learning build capability, adjust curriculum to meet the diverse needs of learners with speech language communication difficulties, identify and monitor the needs of students and implement evidence-based strategies to support students.
Occupational Therapist	- accessible by school referral only - identify and address barriers to access, participation and achievement for students with disability in all aspects of school life

Regional Support

It is also important for students and parents to understand there are regional and state wide support services available to supplement the school network. These may include Intensive Education Case Manager, Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teacher and Senior Guidance Officers.

Policy and Expectations

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

Specialised health needs

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

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

Medications

Benowa State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For

students requiring medication to be administered during school hours, Benowa State High School can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a “Request to administer medication at school form” signed by the prescribing health practitioner.

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

Drug education and intervention

Benowa State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Suicide prevention

Benowa State High School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported in alignment with the department's student protection policy and procedures.

Suicide postvention

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

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

Hands off policy

To ensure the safety of all students and to respect each other's personal space, Benowa SHS observes a 'Hands Off' policy. This includes both consensual and aggressive behaviours amongst students. An enrolled student, whilst on the school premises, at a school function, excursion or school camp or in uniform before and after school is not permitted to:

1. Touch another student in a manner judged inappropriate by staff or student
2. Use any form of physical restraint against other student or staff
3. Engage in inappropriate consensual behaviours.

Whole School Approach to Discipline

The development of the Benowa SHS's Student Code of Conduct is an opportunity to explain the whole school approach to positive behaviour. The language and expectations of the Student Learning and Wellbeing Framework can be used in any environment. Doing everything we can do to set students up for success is a shared goal of every member of the Benowa SHS community.

Benowa SHS uses a range of research- and evidence-based strategies to ensure best practice in response to unacceptable behaviour. This whole-school approach is used in all classrooms and programs, including sporting activities and excursions.

Students at Benowa SHS are supported to engage in learning and develop a sense of belonging, aligned to the 11 dimensions of belonging (Fisher and Frey, 2024) through school-wide strategies that include:

- provision of an engaging, challenging and inclusive curriculum and environment that nurtures the wellbeing of all students to develop as resilient lifelong learners
- implementation of transition and induction programs that include information and instruction about behaviour expectations
- school-wide communications, for example newsletter articles,
- student leadership opportunities
- embracing student voice through Student Forum
- quality teaching practices aligned to the Australian Professional Standards for Teachers. Middle Leaders and Principals
- explicit and supportive classroom and campus-wide expectations
- drug education and response.

At Benowa SHS we believe discipline is about more than a consequence. Discipline reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility to make their expectations clear, provide supportive instruction to students about how to meet these expectations, and strive to use behavioural incidents as opportunities to re-teach.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair.

For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

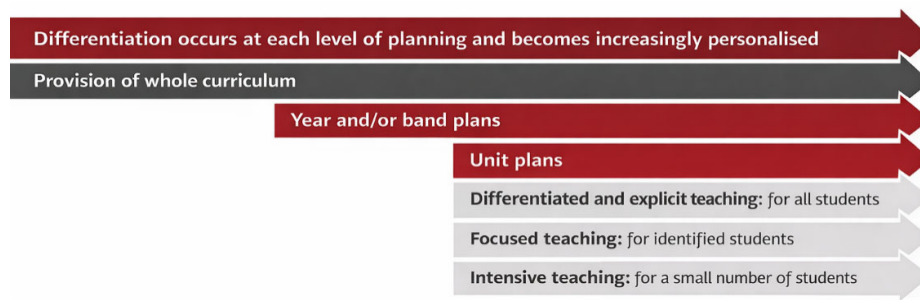
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please do not hesitate to contact the school directly.

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 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 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.

The Department of Education recognises the need for differentiation through a multi-tiered system of support (MTSS), as illustrated in the diagram below. This model is the same used for academic, pedagogical and behavioural differentiation.



The school's MTSS framework is organised across three tiers of support:

Tier 1: Evidence-based practices are provided for all students

Tier 2: Strategically targeted intervention is provided to some students (focussed)

Tier 3: Intensive and individualised intervention is provided for a few students (intensive)

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 Benowa State High School to provide focused teaching. Focused teaching is aligned to the school's Minor and Major Behaviour Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Benowa State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Behaviour Support process
- Vaping intervention program

- Zones of Regulation
- Functional Based Assessment

Intensive Teaching

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

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

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

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

Legislation Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations • Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

Effective classroom management creates safe and supportive learning environments for all students. We make systematic efforts to prevent inappropriate and unacceptable behaviours by teaching and reinforcing expected behaviours.

When behaviour incidents do occur, it is important that the disciplinary consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

At Benowa State High School the Principal, Deputy Principal or Head of Department may use the following consequences for minor behaviours:

1. Detention
2. Temporary Removal of Student Property

Detention – A detention may be applied during school hours, out of school hours or on non-school days. Staff issuing detention during the school day do not require to provide notice to families. In contact out of school hours and non-school days detentions require 24 hour notice to parent to be provided.

Temporary Removal of Property – The Principal, or any staff member of the school, has the authority to temporarily remove property from a student as per the [Temporary Removal of Student Property by School Staff](#) procedure.

For major behaviours a School Disciplinary Absence (SDA) may be enforced. An SDA requires the student absence from attending a Queensland state school for a set period, 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 Benowa State High School, the use of any SDA is considered a very serious decision. It is only used by the Principal as a last resort 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 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.

The following behaviours are considered inappropriate or unacceptable at Benowa State School. Every incident will have the particular circumstances considered before consequences are applied. Staff, with appropriate delegation, will then apply appropriate consequences. Where there is a choice of consequences and/or extenuating circumstances the Principal will make the final determination.

Category	Examples of MINOR behaviours	Examples of MAJOR behaviours
Abusive Language <i>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</i>	- Inappropriate language as a reaction, without intent - Teasing/name calling	- Swearing/disrespectful language directly targeting others - Deliberate verbal threats to staff - Verbal intimidation - Persistent and/or intentional insults
Bullying <i>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</i>		- Repetitive, intentional and deliberate use of words or actions causing distress and risk of physical social and/or psychological harm to others. - An imbalance of 'power' or strength or being outnumbered - Purposeful exclusion of others
Defiance <i>Student refuses to follow directions given by school staff.</i>	Failure to follow reasonable classroom/school expectations	Persistent and ongoing refusal to follow classroom/school expectations
Disrespect <i>Student intentionally delivers socially rude or dismissive messages to adults or students.</i>	- Yelling across the room - Arguing with staff - Interrupting the class - Not responding to a teacher - Interrupting someone talking - Not responding to directions and/or questions - Giving short, monosyllabic answers when prompted	- Invading your space - Discriminatory remarks - Sexual comments - Sexual humour - Manipulating - Insulting, bringing people "down", so they feel worthless

	- Smirking, rolling of eyes, not making eye contact - Walking away from staff while speaking to them - Making dismissive comments such as 'whatever, I don't care'. - Lying	
Disruption <i>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.</i>	- Calling out, yelling/screaming - Back chatting - Noise with materials - Out-of-seat, moving around classroom	Persistent and/or ongoing intentional disruption in a class or school activity or event, preventing teaching and learning
Fighting <i>Student is involved in mutual participation in an incident involving physical violence.</i>		Deliberate physical violence to staff and/or students
Harassment <i>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</i>	- Hurtful, unnecessary comments about someone's looks and/or abilities - Gossiping about others - Drawing offensive pictures	- Making repetitive, intentional, deliberate and harmful messages related to identity, ethnicity, sex, race, religion and disability either in person, written on online, by phone
Physical Aggression <i>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</i>	- Low level contact (e.g., pushing and shoving of others) - Play fighting - Rough/unsafe play - Tackling	- Intentional physical contact with staff and/or students where injury may occur - Physical intimidation directed at staff and/or students - Deliberate verbal and/or physical threats to staff and/or students

Property Damage <i>Student participates in an activity that results in destruction, damage or disfigurement of property.</i>	• Low level graffiti • Damage to school environment (e.g., gardens/ littering) • Misuse of equipment	• Major graffiti/vandalism of school property • Deliberate destruction/damage to classroom resources/school property •
Property misuse causing risk to others <i>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</i>	• Failure to correctly use resources safely (e.g., scissors) • Throwing objects in an unsafe manner	• Throwing objects with intent to cause injury
Refusal to participate in the educational program of the school <i>Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</i>	• Failure to participate in learning/activities	• Persistent and ongoing refusal to not take part in learning activities that are requested or expected as part of the educational program
Technology Violation <i>Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</i>	• Inappropriate web surfing • Inappropriate use of technology device • Saving inappropriate material on school laptops, iPads; USBs • Downloading music or videos on school laptops/USBs • Misuse of passwords	• Cyberbullying: inappropriate language/jokes/threats made about students online/social media or by using phones or other electronic devices whilst at school • Creating/spreading of inappropriate images • Deleting others' work/assessment • Intentional misuse of computers/laptops/iPads e.g. banging on keyboards, picking key tiles off
Theft <i>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</i>	• Is/was in possession of student/teacher classroom resources and/or equipment	• Is/was in possession of someone else's property such as bike, scooter, mobile phone, iPad • Sale/distribution of stolen property
Truancy (out of class) <i>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence).</i>	• Leaving classroom without permission	• Leaving the learning environment where it requires admin/teachers to follow • Student is present at school, but absent for more than one sessions without permission or appropriate reason
Truancy (out of school) <i>Student is absent from school (morning, afternoon or entire school)</i>		• Absent from school without permission or appropriate reason

<i>day) without permission or appropriate reason (i.e. an unauthorised absence).</i>		Leaving school grounds without permission or appropriate reason
Use/possession of combustibles <i>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).</i>	Is/was in possession of mobile phones, electronic music devices, aerosol sprays, soft drink and energy drinks, chewing gum, permanent markers, toys, trading cards	- Is/was in possession of sharp instruments including knives - Is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage - Refusal to hand over electronic devices
Use/possession of weapons <i>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</i>		Possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm.
Academic Misconduct <i>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</i>	- Copying work of others - Refusal to complete set tasks and/or class activity - Refusal to complete assessment	- Persistent and ongoing refusal to participate in class activities - Plagiarism
Bomb Threat/False Alarm <i>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</i>		Delivering a message of possible explosive materials being on campus, near campus, and/or pending explosion
Dress Code <i>Student wears clothing that is not within the dress code guidelines defined by the school.</i>	- Failure to wear hat in areas in the sun - Failure to wear shoes at school - Failure to wear school uniform	- Persistent refusal to be in the sun without a hat - Persistent refusal to not wear shoes - Persistent refusal to not wear school uniform
Falsifying Documents <i>Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.</i>	- Signing a person's name without that person's permission - Cheating on exam	Intentionally creates, changes or modifies any schooldocument

Other – charge related suspension <i>Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</i>		Charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.
Substance misconduct involving illegal substances <i>Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.</i>		Possession, distribution or use of illicit drugs, utensils or chemicals (vapes, pipes)
Substance misconduct involving tobacco and other legal substances <i>Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</i>		- Possession, distribution or use of tobacco, e-cigarettes, or items used in the creation or smoking tobacco (papers, lighters) - Possession, distribution or use of alcohol, medication or other intoxicating substances

Re-entry following suspension

Students who are suspended from Benowa State High School may be invited to attend a re-entry meeting generally on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence 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. It is not mandatory for the student or their parents to attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school.

Arrangements

The invitation to attend the re-entry meeting will be communicated via the suspension letter which is emailed home to the family. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal, or their delegate, attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

Welcome back to school

Check in on student wellbeing

Discuss any recent changes to school routine or staffing

Offer information about supports available

Set a date for follow-up

Ensure the student has a plan for what to do if there is a 'next time'

Thank student and parent/s for attending

Walk with student to classroom

Reasonable adjustments

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

School Policies

Benowa SHS has tailored school procedures designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. The following items are explicitly prohibited at Benowa SHS 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 and e-cigarettes)
- 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.

** 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 of Benowa SHS staff:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;

- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Benowa SHS ensure their child/children 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 Benowa SHS Student Code of Conduct
- is illegal;
- puts the safety or wellbeing of others at risk;
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

Use of mobile phones and other devices by students

Benowa SHS has an explicit focus on improving student outcomes. The school community supports the appropriate use of technologies and displaying courtesy, consideration and respect for others whenever using electronic devices.

Bringing electronic devices* to school is not encouraged by the school because of potential for theft, damage, distraction and/or disruption to learning. However, the school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

* Electronic devices includes, but is not limited to, mobile phones, game devices, cameras, voice recording devices, tablets, headphones, smart watches and devices of a similar nature. The school has a separate policy for laptop devices.

Student responsibility and acceptable use

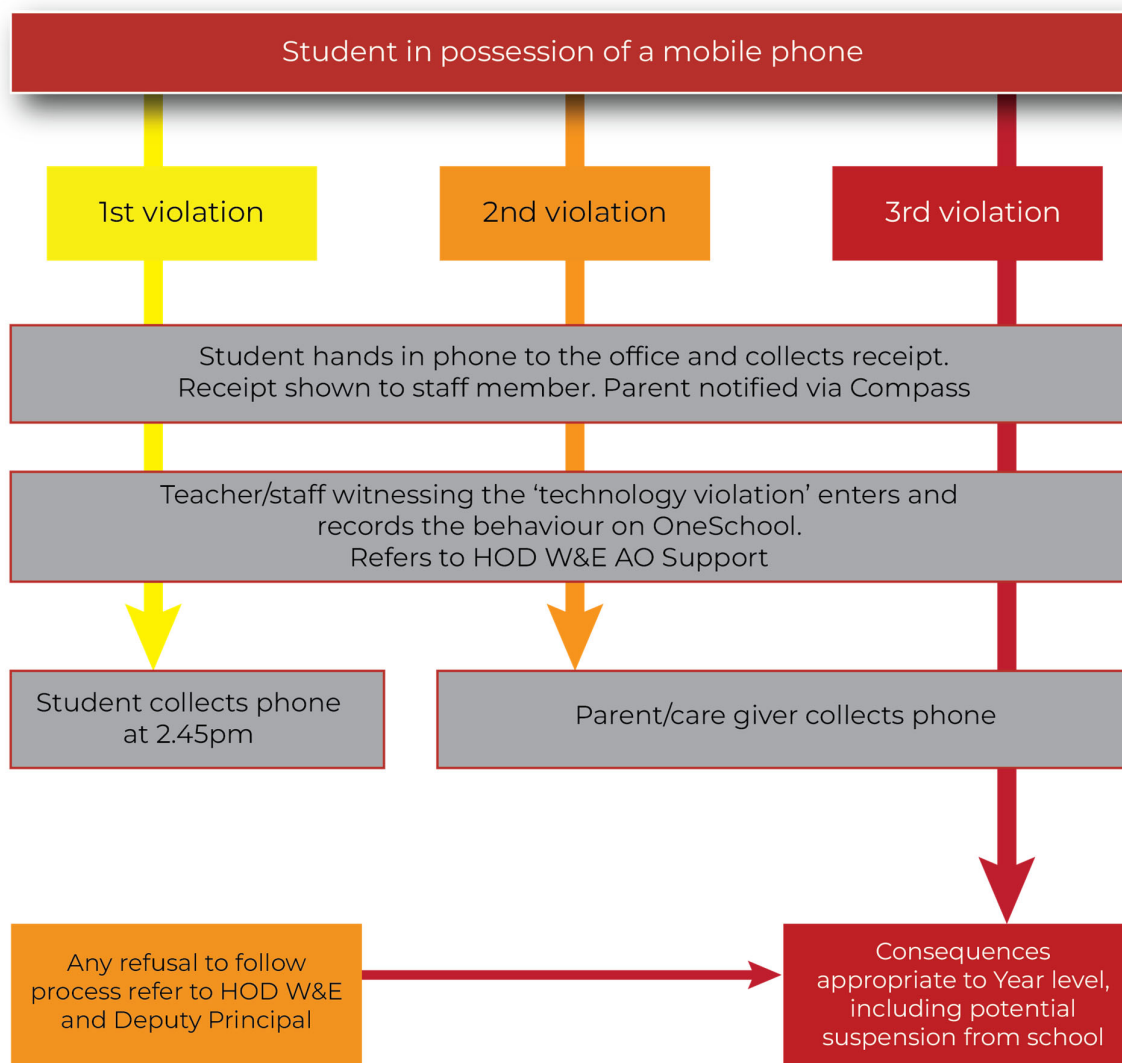
If a student has chosen to bring a mobile phone or electronic device/associated equipment to school, they must abide in accordance with the following:

- In line with the state-wide 'away for the day' policy, mobile phones, must be switched off, or on silent, and kept out of sight during school hours and other educational activities.
- Exemptions will be made available for students who require access to their mobile phone for health monitoring purposes. Please speak with the Year Level Deputy Principal regarding processes for requesting an exemption.
- Students will have the opportunity to use their mobile phone when making payments at the tuckshop, uniform shop and student counter if required.
- Headphones/earbuds must not be used, and kept out of sight, during school hours unless approval has been granted through the HOD of Wellbeing and Engagement and/or Guidance Officers for headphones to be used for educational purposes.
- A student not following the school's guidelines and accessing mobile phones or electronic devices during school hours will be required to hand their device into the school office for later collection. Failure to comply with this request may result in further consequences for non-compliance in line with the school's Student Code of Conduct.

- Repeated non-compliance with the state-wide 'away for the day' policy may incur further consequences in line with Benowa SHS School's Student Code of Conduct.
- Under no circumstances will Benowa SHS accept responsibility for the loss/damage of any electronic device.

Confiscation of mobile phones and other electronic devices

Students may have their mobile phone or other electronic devices confiscated from them as a disciplinary consequence. A student using a mobile phone without Principal approval will have it confiscated and will be required to hand their mobile phone into the office for collection at the end of the day. Due to safety concerns, the school will only confiscate a mobile device from a student during school hours, unless permission is granted by the parent. In some cases a student may not be permitted to be in possession of a mobile phone, while at school for a period of time. In these instances the student is required to drop their mobile phone off at the office upon arrival to school, and collect it before departing each day.



Note: This process resets every term.

Preventing and responding to bullying

Benowa SHS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Benowa SHS hosts a Student Forum each term with diverse representatives from each year level meeting with members of the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes underpinned by the core elements of the Australian Student Wellbeing Framework:

1. Leadership - Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. Inclusion - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. Student voice - Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. Partnerships - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. Support - School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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.

Such occurrences may still be serious and require intervention or management, however they do not (as single incidents) meet the threshold of a behaviour that can be described as bullying. These conflicts may still be considered serious and need to be addressed and resolved. At Benowa SHS our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Student Responsibilities

- Show respect for all members of the school community
- Show integrity by speaking out when you see bullying and/or harassment
- Be a positive influence to encourage respectful relationships
- Report to a staff member if you feel you are being bullied or harassed
- Demonstrated compassion by supporting students who are bullied or harassed by encouraging them to report the incidents/s, or report the incident/s yourself, to a staff member
- Support school initiatives that help promote understanding, inclusion and respect for everyone
- Report violence or threats of violence immediately

Students may report an incident(s) of bullying to any staff member at the school.

Parents may report an incident(s) of bullying to the Year Coordinator or Head of Department – Wellbeing and Engagement.

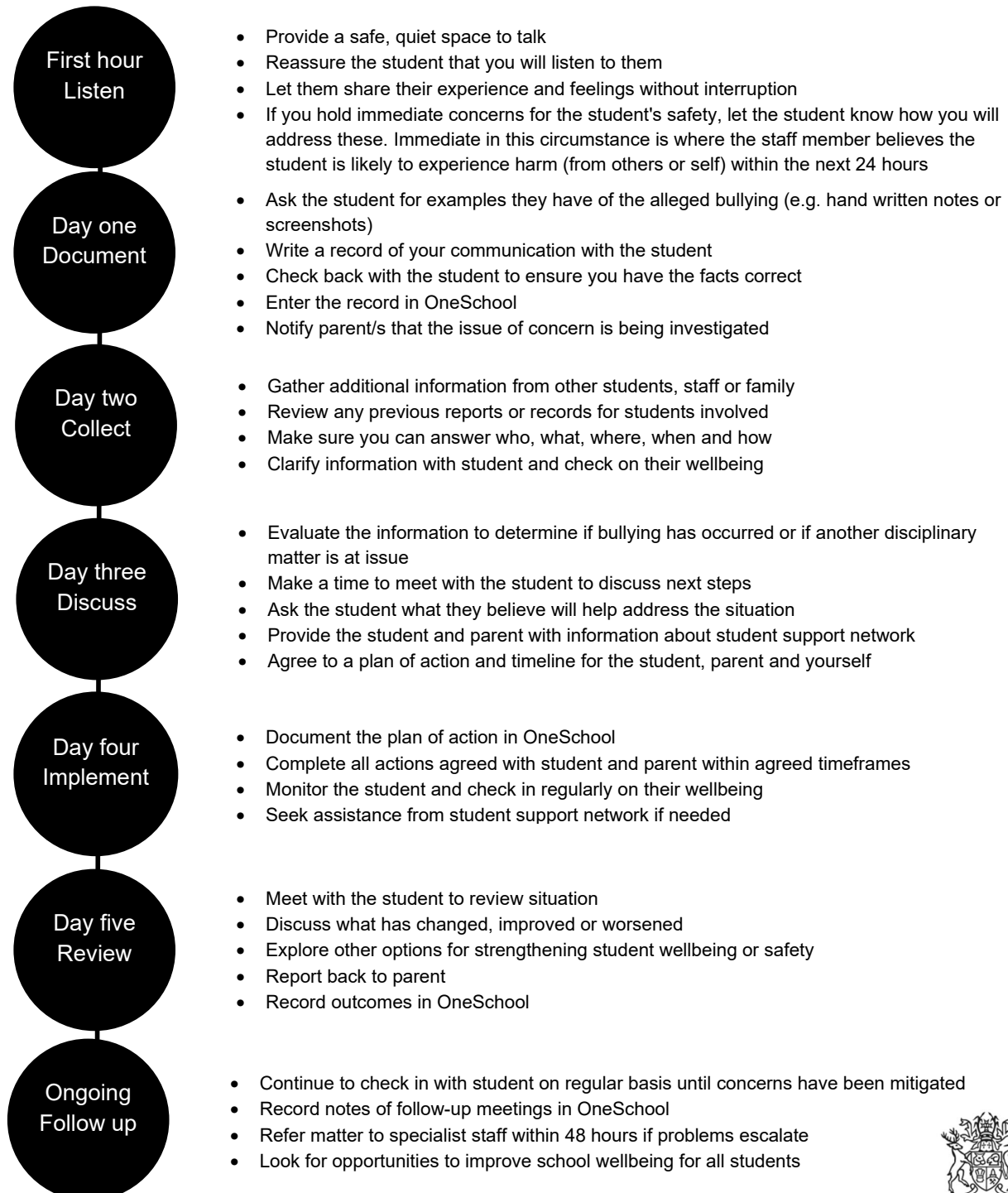
Bullying response flowchart for teachers

The following flowchart explains the actions Benowa SHS 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 this flowchart may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgement of the staff involved.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Care teacher or Year Level Coordinator

Head of Department Wellbeing and Engagement – 5582 7333 (Option 5)



Cyberbullying

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

In the first instance, students who wish to make a report about cyberbullying should notify a staff member, their teacher or year level coordinator. Parents who wish to make a report should contact the Head of Department Wellbeing and Engagement by ringing 5582 7333 and selecting Option 5.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds under s275 of the Education (General Provisions) Act 2006. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

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](#).

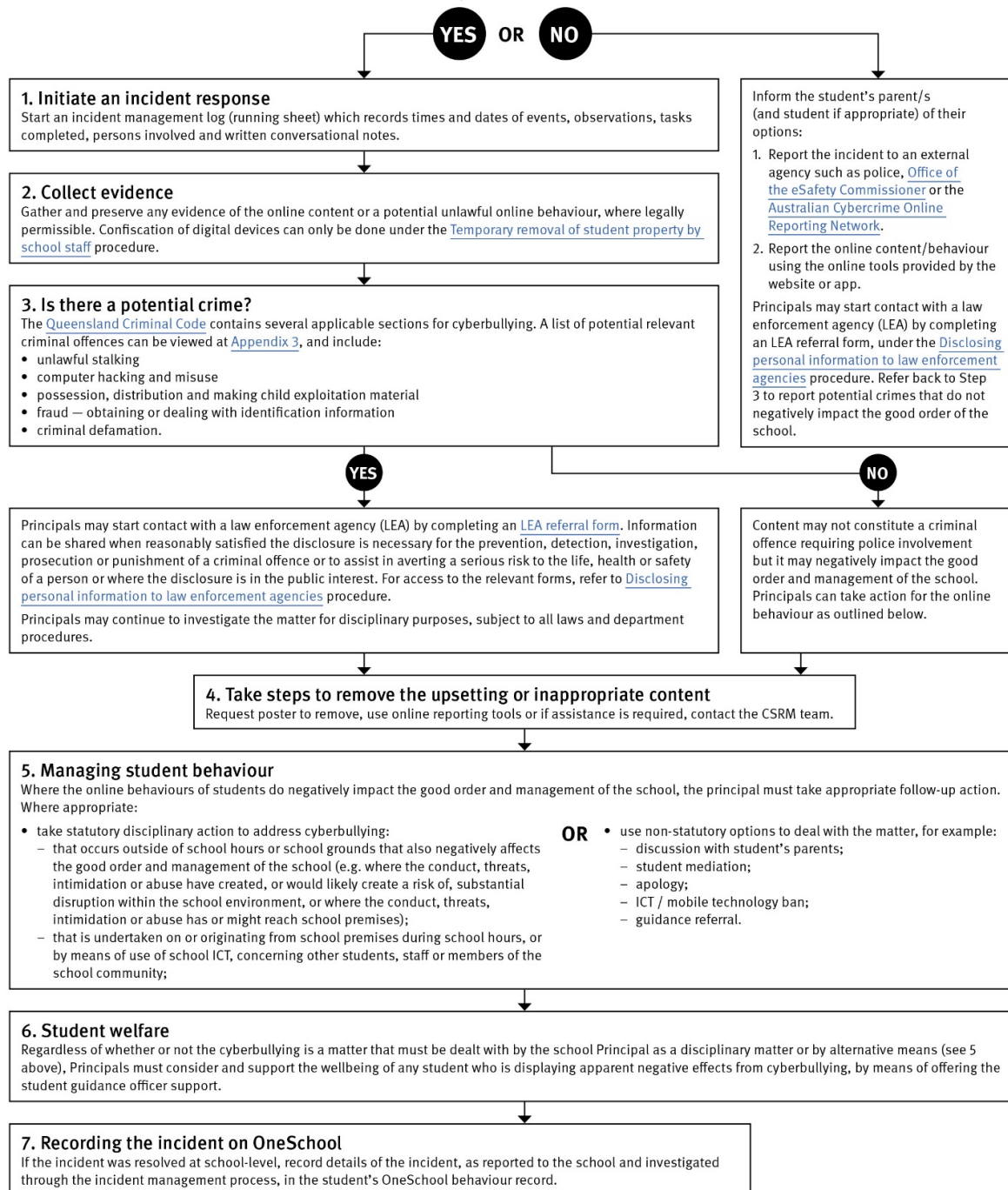
Explicit images

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](#).

Help

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?



Appropriate use of social media

From 10 December 2025, age-restricted social media platforms will have to take reasonable steps to prevent Australians under the age of 16 from creating or keeping an account. In developing this section of the Benowa SHS Student Code of Conduct consideration has been given to:

Relevant provisions in the Online Safety Act and the Online Safety (Age-Restricted Social Media Platforms) Rules 2025

eSafety's Regulatory Guidance

information on Social Media services website (including policies and procedures)

Parents/carers are to be aware that many Social Media sites have age restrictions that do have implications for their child aged under 16. Social media platforms with age-restrictions include:

- Facebook
- Instagram
- Kick
- Reddit
- Snapchat
- Threads
- TikTok
- X (formerly twitter)
- YouTube

At Benowa SHS this means fewer students should be accessing social media applications or sites unless they are specifically designed for children under 16 years of age. A list of services that the e-Safety Commissioner considers will not be age-restricted are available at [safety.gov.au](https://www.safety.gov.au).

Student Guidelines

When using Social Media, students are expected to ensure that they:

- Comply with the Online Safety Act and the Online Safety (Age-Restricted Social Media Platforms) Rules 2025
- Read and agree to the terms and conditions of various Social media sites
- Are aware of what they are posting online and that Social Media sites and applications are public forums;
- Are not permitted to join a staff member's areas on networking sites. If students attempt to do this, the member of staff is to refuse the student access and inform the Principal. The student's parents will be informed if this happens;
- Will not access social networking sites during the school working day;
- Do not post content that is hateful, threatening, pornographic, or incites violence against others;
- Respect the rights and confidentiality of others;
- Do not impersonate or falsely represent another person;
- Remain safe online and never give out personal information. This includes last names, phone numbers, addresses, exact birth dates and pictures;
- Do not bully, intimidate abuse, harass or threaten others;
- Do not make defamatory comments;

- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the school community;
- Do not harm the reputation of Benowa SHS or those within its community;
- Do not upload video, audio or photographs of any member of the Benowa SHS community (student, parents or staff) without seeking and gaining appropriate permission; Do not upload any video or photographs of any student where they can be identified as a Benowa SHS student by their uniform or any other means.

Parents are to adhere to the following guidelines:

- Consult with and report concerns to the eSafety Commissioner prior to reporting it to the school;
- When reporting inappropriate use of social media outside of school parents are required to follow appropriate communication channels;
- Support decisions made by the school based on the above guidelines for students using social media to maintain appropriate behaviour and wellbeing.

Therefore, according to these Online Safety Act and the Online Safety (Age-Restricted Social Media Platforms) Rules 2025 no student under the age of 16 should have access to social media services. Benowa SHS, Childnet International and the Office of the eSafety Commissioner recommends that it is better to wait until the required age to join any social media service.

Benowa SHS recommends that for the healthy development of relationships and community that the guidelines developed with regard to Social Media Services are adhered to by both students and parents.

Restrictive Practices

School staff at Benowa SHS 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 regulate their emotions and manage their behaviour.

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

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure. The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

- Benowa SHS Uniform Policy
- Technology Agreement
- Assessment Policy
- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Department of Education 'away for the day' mobile phone policy
- Accessing records held in schools

Resources

- Australian Professional Standards for Teachers
- Australian Professional Standards for Middle Leaders
- Australian Professional Standards for Principals
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
- [Social Media Age Restriction Hub](#)
- [Online safety for every family](#)