



**Benowa  
State School**

*Empowering Lifelong Learners*

**Est 1885**

# Student Code of Conduct 2025 - 2027

***Equity and Excellence***

A progressive, high performing education system realising the potential of every student.

*Queensland Department of Education State Schools Strategy 2025-2027*




## CONTACT INFORMATION

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## ENDORSEMENT

**Principal:** Mr Michael Josey  
**Signature:**   
**Date:** 26 March 2025

**P&C President:** Mrs Erin Sheehan  
**Signature:**   
**Date:** 26 March 2025



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## PURPOSE

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

The Benowa State School Student Code of Conduct:

- sets out expectations about staff, student and community responsibilities to support students to understand and meet discipline expectations of the school
- guidance on the application, where required, of disciplinary consequences
- provides clear information for students, families and the community about what to expect in terms of discipline at the school

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



## WHOLE SCHOOL APPROACH TO DISCIPLINE

Our School Vision clearly states we desire for all people (students, staff and community) to be Empowered Lifelong Learners. This also requires all people to be self-directed and disciplined members of our school community. This means each person is to take personal responsibility to meet these expectations without reservation or hesitation.

The rationale for a successful culture in our whole school approach to discipline is built on the fundamental principle that people's rights are partnered with their responsibilities to value, protect and uphold the rights of others.

At Benowa State School, we believe everybody has the right to feel safe, the right to learn, the right to be respected and the right to engage in a school environment we can be proud of. Hence our Benowa Way Expectations which state:

- We are Safe
- We are Learners
- We are Respectful
- We are Proud

The interplay and partnership that exists between our rights and responsibilities can be understood quite simply:

- If we have the *right to learn* - then we have a *personal responsibility* to endeavour to learn and allow others to learn
- If we have the *right to be respected* - then we have a *personal responsibility* to include and respect others around us, including their beliefs, their culture and their input
- If we have the *right to feel safe* - then we have a *personal responsibility* to behave in a safe way to protect those around us and ourselves
- If we have the *right to feel proud* - then we have a *personal responsibility* to demonstrate this pride by protecting this wonderful school, working diligently and conducting ourselves honourably

All of us should forefront our thinking and actions in line with this ethos before walking into our school each day. This will empower us to be the best we can be each and every day. Everybody deserves to see the best of who we are as much as possible.

Prevention through education is our highest priority when it comes to a whole school approach to discipline. It is built on a proactive and personal engagement with each child every day through informal and formal interactions.

As educators we recognise the critical role we play in supporting our students through their development from young children to pre-adolescence with the necessary instructional guidance to support their maturation. This is achieved through pre-planned structured lessons and the multitude of unplanned incidental and teachable moments that occur each and every day as we interact with the student population, helping and assisting them to solve everyday challenges.



Our structured explicit teaching of socially appropriate strategies is delivered in four ways:

1. **The Use of 'The High Five'.**

This is a process taught to students to solve problems with their peers in a non-violent manner. It involves a structured sequence of action as follows (refer to Appendix A for more detailed information):

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

2. **The 'Empowered Lifelong Learning Skills'**

Embedded throughout the curriculum we teach we foster opportunities to strengthen our Five Empowered Lifelong Learning Skills. These include:

- Researchers
- Communicators
- Thinkers
- Self-Regulators
- Collaborators

3. **'Play is the Way' (PITW)**

Play is the Way provides a range of structured lessons to teach socially responsible conduct, interaction and communication. The main purpose of this is to shape a future generation who views the world through empathetic and compassionate eyes. This is achieved through the important 'Life Rafts' of:

- Treating others as you would want them to treat you
- Taking great strength to be sensible
- Being the master and not the victim of your feelings
- Having reasons for the things you say and do
- Pursuing your personal best no matter who you work with
- Being brave – participate to progress

As the students learn about these 'Life Rafts', inherently built into the lessons will be the development of concepts such as:

- |                 |            |              |            |
|-----------------|------------|--------------|------------|
| 4. Good Manners | Resilience | Friendliness | Tolerance  |
| Courage         | Acceptance | Persistence  | Compassion |

(Refer to Appendix C for more detailed list).

5. **ATMs (Action, Time and Management)**

These are a set of very explicit directions for all students and are taught explicitly in class and on assemblies. These are implemented to ensure consistency of expected behaviour for routines and transitions at our school. An ATM outlines what the action is, how long it will take (or when) and a description of what it will look like. ATM's outline the expectations of all students for lining up, attending assembly, conduct in eating areas, school uniform among others. (Refer to Appendix B for more detailed list).



# THE BENOWA WAY

*Empowering Lifelong Learners*

*Be Brave  
Participate to Progress*

*Pursue your personal best no  
matter who you work with*



*It takes great strength  
to be sensible*

*Have reasons for the  
things you do and say*





## LEGISLATIVE DELEGATIONS

### **Legislation**

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

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

### **Delegations**

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

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

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

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





## DISCIPLINARY CONSEQUENCES

Even though there is frequent explicit teaching throughout the year of our expected socially appropriate behaviours, as detailed in the Whole School Approach to Discipline section of this policy, there may still be the need for disciplinary consequences.

The disciplinary consequences model used at Benowa State School respectfully takes into account the broad range of student needs and backgrounds and as a result, may require reasonable adjustments and differentiation in its successful administration.

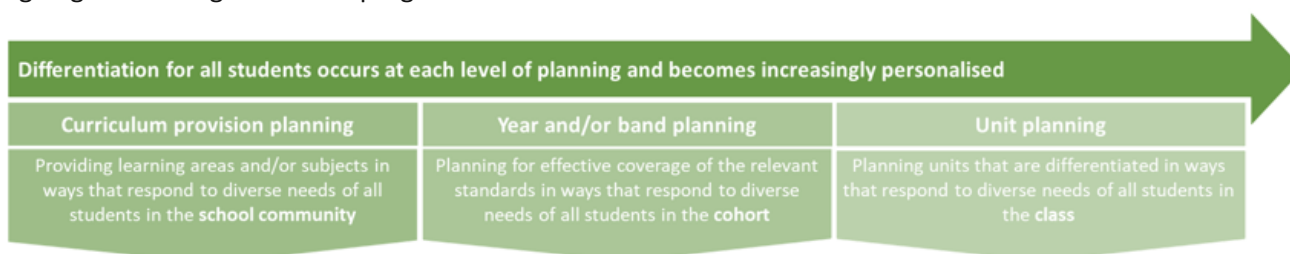
As educational professionals, our staff are strongly guided by an overarching principle to respect the student and not to use private or public humiliation and/or degrading labels while conversing with him/her and/or while dispensing disciplinary action and correction. This high expectation we hold ourselves to, states that we will:

**TEACH WITH PASSION - MANAGE WITH COMPASSION**  
(Dr Anita Archer)

### Differentiated and Explicit Teaching

Benowa State School acknowledges that every student has the ability to learn and should be able to demonstrate progress in their learning. This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these.

In order to equitably cater for the varying needs of students, three layers of curriculum and behaviour support are provided. School staff identify the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.



### Differentiated Teaching - Low Level Misconduct:

Schools provide differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision.

Informed by student performance data and validated research, teachers vary what students are taught, how they are taught and how students demonstrate what they know. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



### **Focused Teaching - Persistent Misconduct:**

Schools provide focused teaching for students who continue to demonstrate that they are not meeting year-level achievement standards or behaviour expectations.

Some students require additional support to meet year-level expectations in a particular strand, mode, or part of a learning area/subject. For some students, focused teaching addresses more significant support needs, and provides curriculum at a lower or higher year level. Some students require additional support to meet behaviour expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviour even after focussed teaching, in-class corrective feedback, sanctions and rule reminders have been instigated. A continued pattern of low-level, disruptive behaviour and/or uncooperative behaviour can interfere with the teaching and learning of the whole class and/or playground routine, and a decision may be needed by the adult to refer the student to the school leadership team for determination of an alternative disciplinary action.

### **Intensive Teaching - Serious Misconduct:**

Schools provide support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, or above, year-level expectations in a learning area/subject or across the whole curriculum. A small number of students may require frequent individual behaviour support.

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge.

Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills. Other students may require intensive teaching for a more prolonged period of time.

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

Below is an outline of the broad range of examples of support provided by the school, and in many cases in partnership with families (Focused and Intensive), to respond to the ongoing behavioural concerns of any student. These differentiated responses to problem behaviour cascade from a least intrusive (Differentiated) to most intrusive (Intensive) manner with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with classroom learning or school operations.



## Differentiated

### *Examples of Differentiated Responses to Low Level Behaviour*

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Ensuring the majority of tasks the student undertakes are age-appropriate, capability-appropriate and that there are strategies in place to maximise his/her access to the curriculum
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class if needed
- Model appropriate language, problem solving and verbalise thinking process
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Private discussion warning of more serious consequences to come
- Classroom Re-Think or Playground Re-Think if all criteria has been met and at least to most intrusive process has been executed
- (Refer to Appendix 5 for more detailed information)



## Focused

### ***Examples of Focused Responses to Address Behaviour***

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

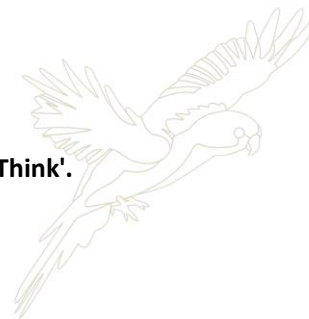
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Ongoing detentions
- Behavioural contract (as specified in Departmental Guidelines)
- Counselling, Chaplaincy or referred Guidance Support
- Self-monitoring plan
- Check in Check Out strategy
- Scheduled and frequent teacher coaching and debriefing (eg: daily)
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

### ***Intensive Responses to Persistent and Serious Behaviour***

School Leadership Team work in consultation with critical stakeholders to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review (may require partnering with Region)
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)



## Management of Minor Student Misconduct Using 'Classroom Re-Think' or 'Playground Re-Think'.

Student misconduct falls into three broad categories:

- During Lessons or Structured School Programs
- During Play
- During Approved Off-Campus Activities (includes to and from school)

### *During Lessons or Structured School Programs*

These activities include all indoor classroom learning and outdoor learning programs such as physical education, athletics day, assembly, special events (ANZAC Day service, book week parade, under 8's day, intra-school and inter-school sport).

Any misconduct of a student must be referred to and managed by the teacher in charge of student at that point in time. The following diagram outlines the process that occurs to support children to manage their minor misconduct should it occur within a classroom setting:

# CLASSROOM BEHAVIOUR PROCESS



**Examples of *minor* misconduct in the classroom include:**

Moving around the class without permission Misusing classroom equipment non-compliance with classroom expectations Uncooperative behaviour Not completing set tasks that are at an appropriate level Refusal to work Not being punctual Not being in the right place at the right time Calling out Disrespectful tone/minor defiance	Inappropriate gestures Swearing Stealing Lying Minor damage to property Grabbing other student's clothing without due care Threatening others Encouraging other student's clothing without due care Threatening others Encouraging others to disobey rules Inciting others to engage negatively in any of the behaviours mentioned above
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**Note: Persistently exhibiting minor behaviours could result in a change to a major misconduct**



### During Play

Various adults are on supervision during student play including Education Assistants, Relief Teachers, members of the Leadership Team and teachers who may not be familiar with the students they are supervising.

Should student misconduct occur during play, and the staff member deems it suitable enough, the student can be referred to a 'Playground Re-Think.'

# PLAYGROUND BEHAVIOUR PROCESS



Examples of **minor** misconduct in the playground include:

<b>TIME OUT (in situ)</b> Littering Walking while eating Not wearing a hat (no hat zones) Eating outside the designated eating area Running on paved areas or on stairs Walking through gardens Misuse of playground equipment and school infrastructure (eg. Jumping off block walls) Playing in toilets Minor physical behaviour (pushing/shoving)	Persistently: <ul style="list-style-type: none"> <li>• Running on paved areas</li> <li>• Teasing</li> <li>• Littering</li> <li>• Playing in toilets</li> <li>• Walking through gardens</li> <li>• Misusing playground equipment</li> </ul> Inappropriate gestures Swearing Stealing Lying Minor damage to property Spitting on the ground Playing outside own play area/out of bounds Play fighting – 'rough play' Engaging in heavy contact games or tackling Grabbing other student's clothing without care Threatening others Encouraging others to disobey rules Inciting others to engage negatively Non-compliance with playground routines
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**Note: Persistently exhibiting minor behaviours could result in a change to a major misconduct**



## Management of Major Student Misconduct

At times the supervising staff member may deem the misconduct serious enough to be referred immediately to the school leadership team for the matter to be investigated further. For this to occur, the behaviour by the student would need to either be persistent and ongoing defiance or more serious misconduct involving a threat to the safety of others or defiant conduct prejudicial to the good order and management of the school.

Examples of major misconduct in the classroom and playground include:

Use of mobile phone/camera or other digital devices  
Insolence  
Spitting on others  
Harassing of other students - verbal or physical  
Discrimination  
Complete disregard or defiance of school rules, policies and plans  
Fighting/ aggressive behaviour  
Violent acts causing injury  
Throwing objects at others causing injury/damage to property  
Leaving school without permission  
Physical or verbal abuse  
Repeated Rethink referrals  
Bullying  
Possession of unlawful objects or substances

## School Disciplinary Absences

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

There are four types of SDA:

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

At Benowa State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

### Re-entry following suspension

Students who are suspended from Benowa State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is





for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re- engagement in school following suspension.

### **Arrangements**

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

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-entry 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 focused 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 (e.g. guidance officer)
- Set a date for follow-up
- 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 or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.



## SCHOOL POLICIES

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

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

### Temporary removal of student property

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

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

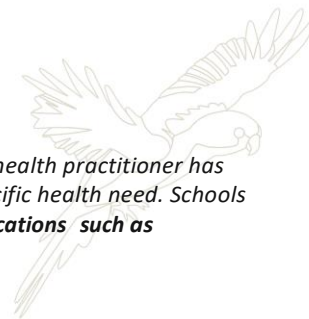
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

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

*\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.*



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

## **Responsibilities**

### *Staff at Benowa State School:*

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- 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 State School*

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

### *Students of Benowa State School*

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



## Use of mobile phones and other devices by students

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

In consultation with the broader school community, Benowa State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

### Responsibilities

The responsibilities for students bringing mobile phones or other personal digital devices to school or during school activities, are outlined below.

- It is **never acceptable** for students at Benowa State School to use personal mobile devices at school unless permission has been approved by the Principal for a student with specific circumstances. The specific activities and contexts for when this would occur will be clearly outlined in communication to parents and students concerned.
- If personal mobile devices and/or internet capable devices (eg: mobile phones, smart watches, iPads) are brought to school, they must be handed into the school reception immediately upon arrival and collected at the end of the day.
- Any exemptions to the above statement can only be negotiated with the Principal and/or delegate.

It is **unacceptable** for students at Benowa State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat while at school unless it is specifically related to the learning task and has been permitted by the teacher in charge
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations, daily activities or take photos of other students without their permission and/or the further distribution (e.g. forwarding, texting, uploading, sharing, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take in or use mobile devices at exams or during class assessment unless expressly permitted by school staff.



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

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

#### **Further information**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (OPS) directly.

We uphold the value of trust and the right to privacy at Benowa State School. Students using technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting, pranks or recording of teachers without their consent) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students may be subject to discipline if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording. Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to OPS.



## Preventing And Responding To Bullying

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

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

Benowa State School has a Student Council, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Student Well Being is standing item on the agenda for each Student Council Meeting.

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

## Bullying

The agreed national definition for Australian schools describes bullying as:

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

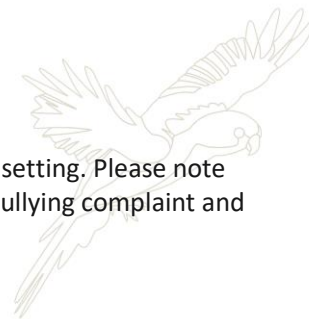
Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Benowa State School staff will take when they receive a report about





student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

**Key contacts for students and parents to report bullying:**

**Prep to Year 6** - Class teacher (if the context of bullying involves the classroom peers) or

**Deputy Principal** (if the context of the bullying is beyond the classroom peer group).







## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. If the parent feels the matter has not been successfully resolved then he/she may report the matter directly to the associated Deputy Principal for that cohort.

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

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

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

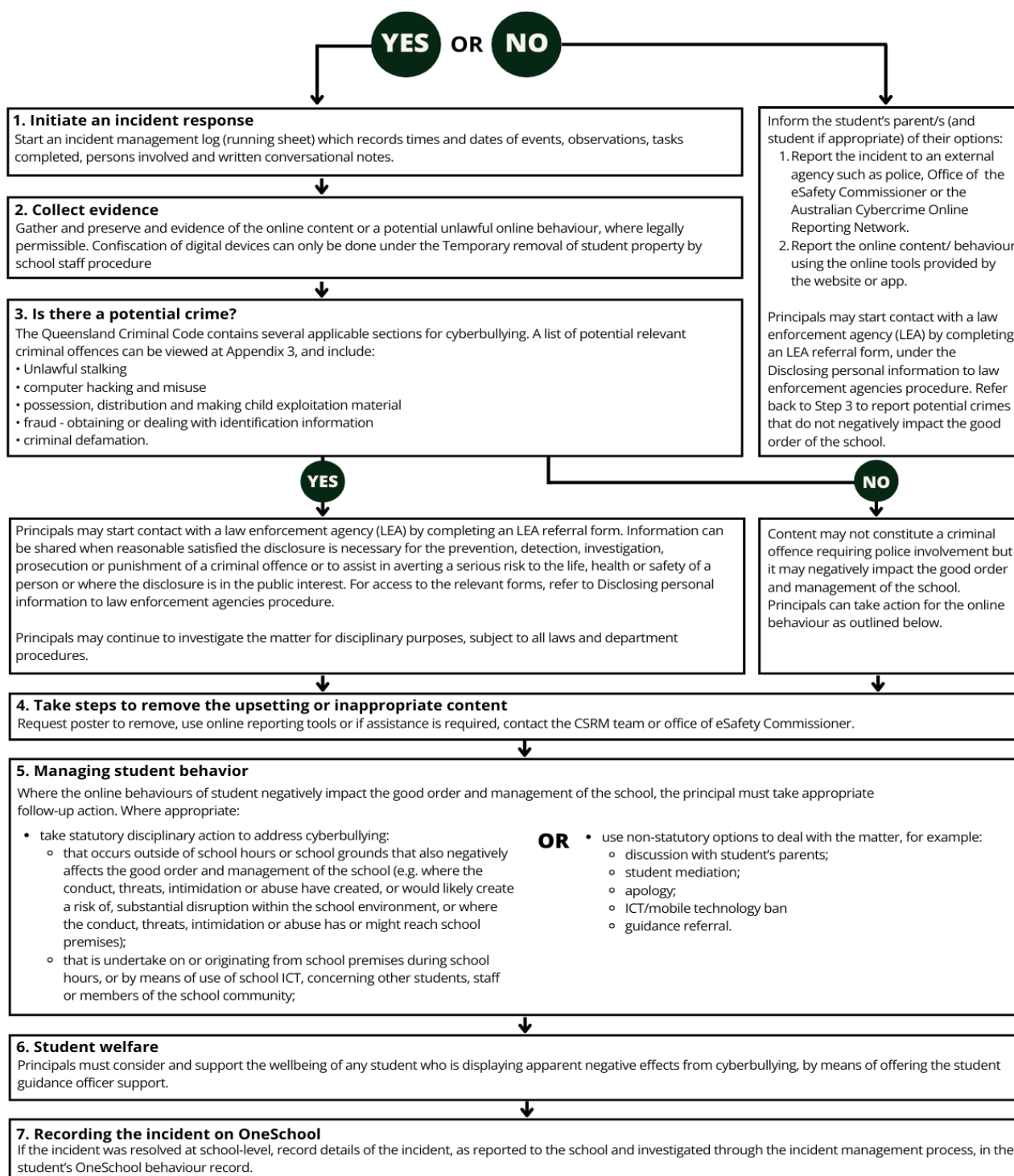


## Benowa State School - Cyberbullying Response Flowchart for School Staff

### How to manage online incidents that impact your school:

<b>Student protection</b> 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.	<b>Explicit Images</b> 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.	<b>Report</b> 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 <a href="mailto:Cybersafety.ReputationManagement@qed.qld.gov.au">Cybersafety.ReputationManagement@qed.qld.gov.au</a> .
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### Does the online behaviour/incident negatively impact the good order and management of the school?





## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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

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

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



## Appropriate use of social media

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

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

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

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

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

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

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

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

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



### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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



## RESTRICTIVE PRACTICES

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

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

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student, for example, physical restraint or seclusion.

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, pursuing the student, physically engaging, 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, publicly disrespecting or humiliating the perpetrator.
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. Where you are able and deem it safe for the student and yourself to do so, 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. Only do this if your statements are not going to re-escalate the student's aggressive response.
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.





## CONCLUSION

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone.  
Complaints may be lodged by telephone (5510 4333), writing or in electronic format through email [admin@benowass.eq.edu.au](mailto:admin@benowass.eq.edu.au). You can also make a complaint through QGov.
2. **Internal review:** contact the local Regional Office  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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



## APPENDIX A – THE HIGH FIVE

### What is the High 5?

- It's an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also assist students successfully deal with conflict resolution and also as a bullying prevention strategy.
- It's a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived conflict incidents.

### Values and High 5

- **Values** - used to foster better relationships, personal achievement and improved student wellbeing.
- **The High 5** - used to build student's social skills and resilience.

### As a Staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practice these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

### How to Implement High 5:

- High 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).
- Use the Y chart (looks like, feels like, sounds like).
- All steps are modelled and taught through role play.
- Each class should have access to seeing a High 5 chart showing steps for teaching/modelling problem-solving strategies.



- Ignore
- Talk friendly
- Walk away
- Talk firmly
- Report



### **Ignore**

- Pretend you didn't hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE

### **Talk Friendly**

- Use a calm voice
- Maintain eye contact
- Confident body language
- Maintain relatively close body proximity
- Use 'I' statements, e.g. 'I feel ..... when you..... because.....'

### **Walk Away**

- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk somewhere, preferably towards a congested area or to a safe zone (teacher)
- Do not look back. Walk confidently, don't run

### **Talk Firmly**

- As per Talk Friendly
- Use an assertive voice, slightly raised
- Tell them to stop it
- Re-state your 'I' statement, e.g. 'I said.....'
- State the consequences of continued bullying

### **Report**

- Walk away and tell a staff member
- Go to a safe zone (iCentre, Administration, Rethink Room).
- Bystanders - support and report
- Report, report, report until somebody listens

### **Reporting vs Dobbing:**

- Children need to know the difference between reporting and dobbing
- When a child's right to feel safe and learn are ignored, then the child should report
- **Reporting** is essential to assist the student to obtain their rights
- **Dobbing** is trying to get someone in trouble



## APPENDIX B – ATM'S (ACTION, TIME, MANAGEMENT)

ATM's are explicit directions for all students to be explicitly taught in situ. These expectations are implemented to ensure consistency of expected behaviour for routines and transitions at our school.

The ATM outlines the following:

**Action** - What is it?

**Time** - How long will it take and/or when?

**Movement** - What does it look like?

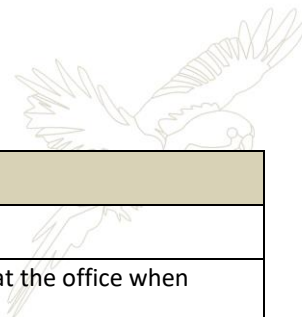
### Implementation Strategy:

It is expected every teacher will explicitly teach the ATM's in the first two weeks of the school year. Teachers are welcome to display these ATM's in classrooms as a reminder to students. It is important to revisit these ATM's throughout the year. We will have a Weekly Focus ATM which will be a communicated and enacted by all community members.

Week	Weekly Focus ATM
I and 2	Teacher focuses on explicitly teaching all ATM's in situ
3	Before School and After School Procedures
4	Eating Area Expectations and Collecting and Handing Out of Tuckshop Orders
5	Mobile Phones, Smart Watches, Tablets and Handling of Money
6	Hat Expectations and Toys at School
7	Entering the Ovals and Eating Food Purchased From the Tuckshop
8	Lining Up and School Uniform
9	Entering the Classroom and Exiting the classroom
10	Transitioning Around the School and Transition From Class to Eating

### Whole School Expectations

Action	<b>School Uniform</b>
Time	Before, during and after school
Movement	<p><b>Girls</b>  Red Benowa polo shirt and bottle green shorts /skort  Black shoes and laces or Velcro  Benowa socks  Hair touching collar is to be tied up with a green or red hair tie  Studs or sleepers only  Watch acceptable  <i>No other jewellery permitted, unless written exemption given by Principal</i></p> <p><b>Boys</b>  Red Benowa polo shirt and bottle green shorts  Black shoes and laces/Velcro  Benowa socks  Hair touching collar is to be tied up with a green or red hair tie  Studs or sleepers only  Watch acceptable  <i>No other jewellery permitted, unless approved religious jewellery</i></p>



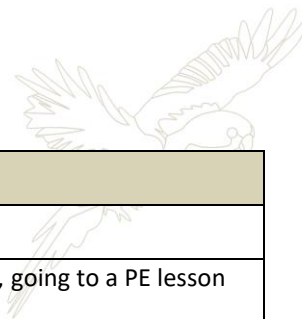
Action	<b>Mobile Phones, Smart Watches, Tablets</b>
Time	At any time within the school day
Movement	<ul style="list-style-type: none"> <li>Students must hand any mobile phone/smart watches or tablets in at the office when arriving at school.</li> <li>Student is to collect the device immediately after the home bell sounds at 2:55pm.</li> <li>Students must line up silently in single file to collect their phone.</li> <li>This device must not be used on school grounds.</li> </ul>

Action	<b>Handling of Money</b>
Time	At any time within the school day
Movement	<ul style="list-style-type: none"> <li>Money brought to school should not exceed \$10 (with the exception of special events like Book Fairs etc.).</li> <li>Money is for personal use only and is not to be shared or given to other students.</li> <li>All items purchased must be from school-authorised bodies, such as Tuckshop and student council etc.). Purchasing items directly from students is prohibited.</li> <li>Items purchased are for personal use only and purchasing of items for other students is prohibited.</li> <li>Money may be stored safely in pockets, in school bags or in the classroom.</li> <li>Students are responsible for the safe keeping of their own money.</li> </ul>

### **Whole School playground Expectations**

Action	<b>Before School Procedure</b>
Time	Between 8:00am and 8:55am. (Unless you are in a school program or OSHC, you are not allowed at school before 8:00am)
Movement	<b>8:00am – 8:25am</b> <ul style="list-style-type: none"> <li>Arrive at school and walk straight from the drop off point to the under covered area. Do not stop to put your bag away.</li> <li>Or sit with your parent or guardian being actively supervised until 8:25am.</li> <li>Sit quietly talking softly with peers until 8:25am.</li> <li>Walk to the area to put your bag away, when dismissed by the teacher on duty.</li> <li>Follow regular playground rules until the first bell.</li> </ul>

Action	<b>After School Procedure</b>
Time	Between 2:55pm and 3:20pm
Movement	<ul style="list-style-type: none"> <li>Ensure you have all the equipment you need to take home, before leaving the classroom.</li> <li>Collect your bag and belongings.</li> <li>If you are walking or bike riding home: leave the school grounds immediately.</li> <li>If you are being collected by a parent/carer or high school sibling, walk to your agreed pick up point without delay: <ul style="list-style-type: none"> <li>Prep Area Gate</li> <li>Behind iCentre Gate (Allchurch Avenue)</li> <li>Main Gate at B Block (Benowa Road)</li> <li>OSHC</li> <li>After school activity</li> </ul> </li> <li>Wait sitting or standing quietly until your parent or guardian arrives.</li> <li>If you are still at school at 3:20pm, when the music bell plays, walk to the office with your bag.</li> <li>Notify an office staff member that you have not been collected yet.</li> <li>Sit and wait quietly at the office.</li> <li>No use of playground or sporting equipment after school.</li> </ul>



Action	<b>Hat Expectations</b>
Time	During outdoor learning and play
Movement	<ol style="list-style-type: none"><li>1. Put on your Benowa hat when leaving the classroom for eating time, going to a PE lesson or any outdoor activity.</li><li>2. Continue to wear your hat during outdoor time. Place your hat away when entering the classroom.</li><li>3. If you do not have a hat, you must go to a No Hat Zone located in 3 areas only.<ol style="list-style-type: none"><li>a. C Block undercover area</li><li>b. Main undercover</li><li>c. Both undercover areas in front of F Block</li></ol></li></ol>

Action	<b>Toys at School</b>
Time	Throughout the School Day
Movement	<ol style="list-style-type: none"><li>1. To be used at break times only.</li><li>2. Toys do not come into the classroom, unless approved for a specific reason by the teacher.</li><li>3. Play peacefully with toys and peers at break times.</li><li>4. Any trades of trading cards are agreed by both parties, with no obligation to trade back.</li><li>5. Any lost or broken toys are the responsibility of the owner.</li></ol>

Action	<b>Eating Area Expectations</b>
Time	Eating time first and second breaks
Movement	<ol style="list-style-type: none"><li>1. Choose a place to be seated and stay in that place throughout the eating time – you are not allowed to walk around.</li><li>2. When you hear the compost song, place your compost in the bin and sit back down.</li><li>3. When the bell rings and you're ready to leave your eating area, raise your hand and wait for an adult to allow you to stand.</li><li>4. When you are instructed, place rubbish in the bin when you leave.</li><li>5. Go to the designated area where your lunch boxes are stored (large boxes or school bags) and put them away.</li><li>6. Make sure you have your hat on your head.</li><li>6. Go to your play area.</li></ol>

Action	<b>Transition From Class to Eating</b>
Time	The beginning of the eating time
Movement	<ol style="list-style-type: none"><li>1. The teacher releases you from class.</li><li>2. You pick up your lunch from your bag or large boxes from your class (Tuckshop orders are waiting at the eating area).</li><li>3. Take your hat with you.</li><li>4. You'll head straight to your designated eating area using a quiet voice.</li></ol>



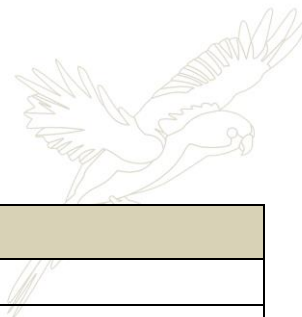
Action	<b>Collection and Handing Out of Tuckshop Orders in the Eating Area</b>
Time	10:50am
Movement	<ol style="list-style-type: none"><li>1. Year 5/6 students collect the Tuckshop box from the Tuckshop area at 10:50am and take this to their designated eating area.</li><li>2. Year 5/6 students are to stand by the Tuckshop box, ensuring students do not individually collect their own lunches. Tuckshop orders are to remain in the box for teacher distribution.</li><li>3. Tuckshop orders are distributed by the TEACHER ONLY, and Year 5/6 students wait until all Tuckshop orders have been handed out.</li><li>4. Once box is empty, Year 5/6 students return the box to the Tuckshop and make their way to their own eating area.</li></ol>

Action	<b>Eating Food Purchased from the Tuckshop</b>
Time	Between eating time and first bell, first break
Movement	<ol style="list-style-type: none"><li>1. Carry purchased food safely in your hands.</li><li>2. Walk to the under covered in front of the basketball court.</li><li>3. Sit for the whole time you are eating.</li><li>4. Place your rubbish in the bin.</li></ol>

Action	<b>Entering the Bottom Oval</b>
Time	At the beginning of play time, when most students have arrived, 2 minutes
Movement	<ol style="list-style-type: none"><li>1. Wait quietly on the concrete area near the top of the stairs for the arrival of two teachers.</li><li>2. Walk sensibly down the concrete stairs following the teacher/s.</li><li>3. Once reaching the grassed areas, students may carefully run or walk to the bottom oval, keeping a safe distance from others.</li></ol>

Action	<b>Top Oval Waiting Area</b>
Time	Beginning of play time at both breaks
Movement	<ol style="list-style-type: none"><li>1. Walk to the waiting area, using a softly spoken voice.</li><li>2. Wait on the concrete area near the Buddy bench for the duty staff members Move to play area when permitted by the duty staff members.</li></ol>





## Whole School Class Time Expectations

Action	Assembly Behaviour
Time	Every Second Tuesday or when there is a whole school assembly
Movement  <i><b>Note:</b> Year 5 and 6 enter from the back of the Hall</i>  <i>Year 3 and 4 use the side door</i>	<ol style="list-style-type: none"><li>1. Walk in pairs to the hall silently.</li><li>2. Stop at the designated area outside the hall.</li><li>3. Enter the hall following the teacher.</li><li>4. Sit down silently in 2 lines with legs crossed, eyes to the front, hands in lap.</li><li>5. When School Leaders say 'Good Afternoon Students', respond 'Good Afternoon Teachers and Parents'.</li><li>6. Active listening to the speakers.</li><li>7. When asked to stand, stand silently and quickly.</li><li>8. During the National Anthem, hands are placed by your side, and you must stand very still and sing appropriately facing the flag.</li><li>9. During award presentations listen, clap at the end of the Student Recognition Awards</li><li>10. Respectfully clap to show appreciation of special guests or class presentations.</li><li>11. At the end of the assembly sit in your lines and wait to hear your class name. Stand in lines, turn to the exit, walk leaving silently.</li><li>12. When walking back to your classroom you must walk silently in lines. Teacher will be at the back of the line ensuring this ATM is adhered to. (ANZAC Day no clapping at all)</li></ol>

Action	Lining Up
Time	After break times and before school, 5 minutes
Movement	<ol style="list-style-type: none"><li>1. When the first bell rings, ensure you have gone to the toilet and had a drink, so you are ready to move to your lining up space.</li><li>2. Walk to designated lining up space and sit or stand next to a partner.</li><li>3. Face the front of the line.</li><li>4. Remain quiet until a teacher gives you an instruction.</li></ol>

Action	Entering the Classroom
Time	Less than 5 minutes, when instructed or with permission
Movement	<ol style="list-style-type: none"><li>1. Sensibly walk into the room.</li><li>2. Organise any appropriate learning materials.</li><li>3. Move to the area that you have been instructed to sit.</li><li>4. Remain quiet as you await your next instruction.</li></ol>

Action	Exiting the Classroom
Time	When the teacher dismisses you, less than 5 minutes
Movement	<ol style="list-style-type: none"><li>1. Tidy your learning space.</li><li>2. Push in your chair.</li><li>3. Put your belongings away.</li><li>4. Walk out of the classroom.</li><li>5. If you choose to speak, it must be softly as you leave.</li></ol>

Action	Transitioning Around the School
Time	Moving to and from the class for specialist, assemblies or to other learning areas
Movement	<ol style="list-style-type: none"><li>1. You will stand in two lines.</li><li>2. Walk quietly around the school in your two lines.</li><li>3. Stop at points, as instructed by teachers.</li><li>4. Wait for further instructions from your teacher for your next movements.</li></ol>

## APPENDIX C – PLAY IS THE WAY



If someone is unlike you,  
seek to understand them.

**TREAT OTHERS AS YOU WOULD  
LIKE THEM TO TREAT YOU**

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If you don't know why you're doing something  
then don't do it because it's most  
likely wrong.

**HAVE REASONS FOR THE THINGS  
YOU SAY AND DO**

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We don't come to school to be better than  
others. We come to school to better ourselves  
by being able to work with others.

**PURSUE YOUR PERSONAL  
BEST NO MATTER WHO  
YOU WORK WITH**

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We do the right thing because it's the best  
thing to do.

**IT TAKES GREAT STRENGTH  
TO BE SENSIBLE**

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School is about stepping bravely into the  
unknown. The unknown is often uncomfortable.  
The braver you are, the more you learn.

**BE BRAVE - PARTICIPATE  
TO PROGRESS**

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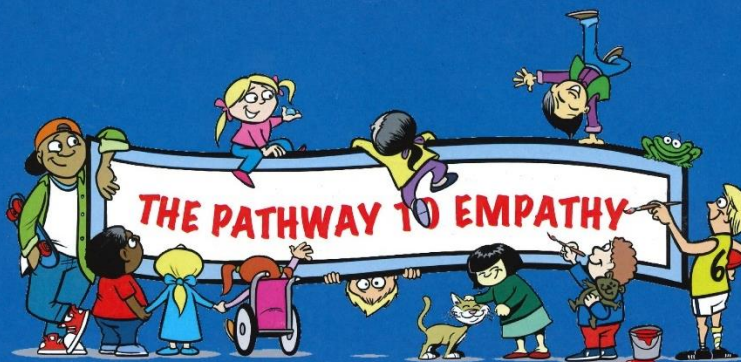
**SELF-MASTERY CHECKLIST:**

- o Am I doing the right thing or the wrong thing?
- o Am I making a strong decision or a weak decision?
- o Are my feelings in charge of my actions or is my thinking in charge?
- o Am I running away from the problem or am I dealing with it?
- o Am I being my own boss or am I inviting my teacher to be my boss?
- o Is my teacher trying to help me or hurt me?

**BE THE MASTER, NOT THE VICTIM  
OF YOUR FEELINGS**

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## VIRTUE

## ACTION

## OUTCOME

### GOOD MANNERS

- The habit of speaking and acting in a way which gives people a feeling of being appreciated, valued and respected.
- The habit of using the words and actions of good manners with sincerity.

#### We will:

- listen with quiet hands, feet and mouths,
- look at the person speaking,
- listen from start to finish,
- listen beyond what is said to how it is said.

### EMPATHY

### FRIENDLINESS

- The habit of being interested in others.
- The habit of sharing your time, ideas, feelings, belongings and yourself with others.
- The habit of saying and doing things to lessen the labour and effort of others (helpfulness).

#### We will:

- not deliberately hurt other people's bodies or feelings,
- take care of property and the environment.
- be friendly even to those who aren't our friends,
- remember that what we do can sometimes hurt others, so we must act safely,
- listen beyond what is said to how it is said.

### A PERSON OF GOOD CHARACTER WHO:

### COURAGE

- The habit of accepting your fear and nevertheless making yourself say or do the things you know are right and more important than your fear.
- The habit of sticking to your values and resisting the temptation to abandon them.

#### We will:

- try our personal best at everything we do,
- not run away from problems or things we find hard to do,
- take responsibility for our own actions.
- seek the truth,
- listen to our conscience.

- embodies all the key virtues and develops them through vigorously adhering to his/her values to ensure they become the habits of behaviour that define his/her character.

### PERSISTENCE/ RESILIENCE

- The habit of trying again and again without complaint or the need for a reward.
- The habit of accepting failure as the stepping stone to success and bouncing back.
- The habit of seeing problems and difficulties as things you can do something about to make better.

#### We will:

- keep trying even when we make mistakes or fail,
- trust our teacher and give things a go even if we don't like those things or find them hard,
- have really good reasons for not giving something a go,
- look inside ourselves for the bravery we need.

- has an awareness of others with the ability to see things from another's point-of-view and the ability to identify with the plight, state or needs of another.

### TOLERANCE/ ACCEPTANCE

- The habit of accepting and respecting difference.
- The habit of accepting things you cannot change.
- The habit of avoiding judgement.
- The habit of forgiving faults and the patience to work with them.

#### We will:

- know our feelings and take charge of them,
- respect the rights and traditions of others,
- not say nasty things about people or spread rumours,
- listen beyond what is said to how it is said.

### COMPASSION

- The habit of caring deeply for the plight of others and the desire to help.
- The habit of saying and doing things to raise the spirit of another (kindness).

#### We will:

- use our words and actions to help people and not hurt them,
- help people in difficulty,
- tell a teacher if we see or hear something that might be dangerous to others or us,
- listen beyond what is said to how it is said.

### EMPATHY



# **Benowa State School**

*Empowering Lifelong Learners*

*Est 1885*