



Student Code of Conduct

2024-2027

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Endorsement

Principal Name: Linda Galloway

Principal Signature:



Date: 4/12/2023

P&C President Name: Raelene James

Date: 4/12/2023

Signature:

Contents

2

Purpose	2
Principal’s forward	3
P&C Statement of Support	3
School Captains’ Statement	4
Consultation and Data Review	4
Student Wellbeing and Support	5
Student Support Network	7
Whole School approach to Discipline	8
Legislative Delegations	10
Disciplinary Consequences	11
Whole School approach to Discipline	16
‘AWAY FOR THE DAY’ POLICY	17
Appropriate Use of Social Media	21
Temporary removal of student property	22
Preventing and responding to bullying	25
Balmoral State High School - Bullying response flowchart for teachers -	26
Student Dress Code	29
Restrictive Practices	33
Critical Incidents	34
Related Procedures and Guidelines	35
Resources	35

Purpose

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

The Balmoral State High School 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.

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

Principal's forward

At Balmoral State High School, we value a calm and disciplined learning environment to ensure that each and every one of our students is given the best opportunity to engage purposefully in learning and experience excellent academic success.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviors. Finally, it details the consequences that may apply when students breach the expected standards of behavior, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Balmoral State High School Student Code of Conduct together over the last six months. 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

As president of the Balmoral State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Deputy Principal team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product.

This has been an important aspect in the development of the Balmoral State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations. We encourage all parents to familiarise themselves with the Balmoral State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

We want to emphasise the systems in place to help students affected by bullying. Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Balmoral State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 30 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Balmoral State High School, we endorse the Student Code of Conduct for 2024. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. We will continue to work with the school administration team and the Balmoral State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

School Captains:

Jeremy Grimes & Aneeka Skott

Consultation and Data Review

A comprehensive and transparent consultation process was used to inform the development of the Balmoral State High School Student Code of Conduct.

Stages of this process included:

- Consultation with the school's Leadership team in which a range of data sets were examined including student attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. Strengths and successes from the previous Student Code of Conduct were identified in addition to areas for further development.
- Development of a Student Code of Conduct Steering Team, which involved staff, students and parents
- An analysis of the school's current OneSchool data
- Consultation with parents through email and newsletter correspondence and discussions with the school's Parent and Citizen's Association

A communication strategy has been developed to support the implementation of the Balmoral State High School Student Code of Conduct, including parent information emails, promotion through the school website and newsletter articles.

Review Statement:

The Balmoral State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Student Wellbeing and Support

Balmoral 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 or make an appointment to meet with the guidance officer 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. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. **Curriculum and pedagogy** Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Balmoral State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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.

Drug education and intervention:

Balmoral 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.

Specialised health needs:

Balmoral 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:

Balmoral 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, the College 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.

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

Mental health:

Balmoral State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty.

Balmoral State High 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, Balmoral 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.

Student Support Network:

Balmoral State High School is proud to have a comprehensive Student Support Network in place 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 at Balmoral State High School 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 Team.

Student Support Network

ROLE	WHAT THEY DO?
Principal/ Deputy Principal	provide leadership of each sub-school to promote an inclusive, positive school culture monitor learning, attendance, behavior and academic data
Head of Junior/ Middle/ Senior	provides support, behaviorally and academically, within the classroom
Year Level Coordinators	responsible for student welfare at each year level provides a contact point for students and their families ensure students feel safe and comfortable and want to come to school
Guidance Officer	provides support for students on a one-on-one basis or in a group setting completes assessments and referrals case management of students
Head of Special Education Services	provide leadership to promote an inclusive school culture case management of students
School-Based Youth Health Nurse	provides individual health consultations with assessment, support, health information and referral options
School Psychologist	provides individual support to students to assist their engagement with education and training support students to overcome barriers to education
Indigenous Liaison Teacher Aide	provides educational counselling and support services to Aboriginal and/or Torres provides access to wellbeing programs and support agencies
Chaplain	provides wellbeing and welfare support to students and families provides access to wellbeing programs and support agencies

Whole School approach to Discipline

Balmoral State High School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

MTSS is an evidence-based framework used to:

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

At Balmoral State High School, we believe discipline is about more than consequences. We believe that student behavior is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioral incidents as opportunities to re-teach.

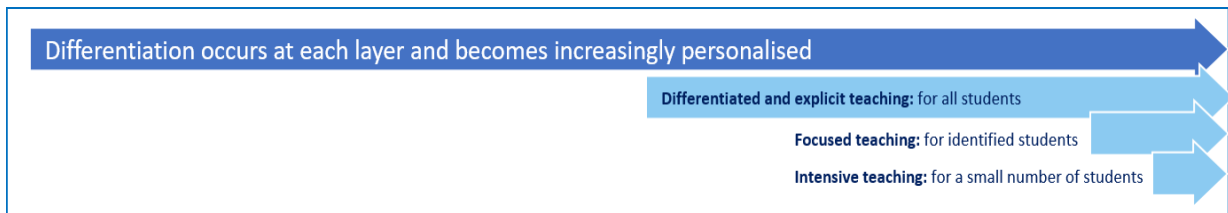
Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice a required skill or behavior. 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. Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioral incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

Balmoral 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.



Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behavior expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioral 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 behavioral concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behavior skill. Focused teaching provides students with more opportunities to practice skills and multiple opportunities to achieve the intended learning and expected behavior.

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

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

Balmoral 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:

- Functional Based Assessment
- RISE behavior support program
- ConXions behavior support program

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

Some students may require intensive teaching for a short period, for particular behavior 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 behaviors that are deemed complex and challenging, then individualised, function-based behavior 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.

Legislative Delegations

Consideration of Individual Circumstances

In this section of the Balmoral State High 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

The disciplinary consequences model used at Balmoral State High School follows the same differentiated approach used in the proactive teaching and support of student behavioral expectations.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioral 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 behavior 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 behavior. Usually, this course of action is only taken when the behavior is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behavior. The differentiated responses to problem behavior can be organized into four levels, with increasing intensity of support and consequences to address behavior that endangers others or causes major, ongoing interference with class or school operations.

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 behavior. 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).

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools' days to confirm, amend/vary or set aside the original SDA decision by the principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Balmoral State High School may 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 support the student to assist in their successful re-engagement in school following suspension. A re-entry meeting is not a time to review the student's behavior 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. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

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

Behaviour Management Referral Process

MINOR 1 - MAIN BEHAVIOUR*

Managed by teacher using positive and proactive strategies. Behaviour **may** be recorded in OneSchool. If behaviour is recorded, contact **must** be made and recorded on Oneschool. Phone or email is preferred method of correspondence.

OneSchool category	Behaviour	Possible strategies, intervention and consequences
Abusive language	Inappropriate language (incidental). Non-threatening indirect verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> • Implementation of Essential Skills for Classroom Management • Apology where appropriate • Reminder of school-wide expectations/rules • In class or playground separation • Removal from classroom for one-on-one resolution • Student sent to Buddy class • Student to accompany teacher on playground duty • Lunchtime detention • Make up lost learning time • Restorative conversation • Contact with Parents/Carers
Academic misconduct	Student inappropriately and falsely demonstrates their learning. Example cheating, plagiarism	
Bullying/harassment	One off incidents of teasing, taking personal items belonging to others, low level gestures or annoying behaviour.	
Defiance	Student refuses to follow directions given by school staff.	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	
Disruptive	Minor behaviour causing an interruption in teaching and learning or activity or event.	
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	
Misconduct involving object/substance	Minor misconduct with or misuse of an object.	
Physical misconduct aggression/fighting	Non-threatening physical interaction or rough play. Non-serious but inappropriate physical contact.	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property. This damage is repairable or a low-cost item to replace.	
Refusal to participate in the course of instruction	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	
Truancy and late	Unexplained and/or unauthorized absence from part of or whole class. Late to class or late to school.	

MINOR 2 – MAIN BEHAVIOUR *

Behaviour **must** be recorded in OneSchool. Contact **must** be made and recorded in OneSchool. Phone or email is preferred method of correspondence. Refer to **ONE** of the following;

- **Curriculum Head of Department** for incidents during class time or
- **Head of Department Inclusion** for identified students or
- **Year Coordinator** for defiance with the ***Away for the Day policy***, truancy/late to Home Group and Connect, and dress code or
- **Sub School Heads of Department** for incidents that occur during non - curriculum time.

OneSchool category	Behaviour	Possible strategies, intervention and consequences
	Persistent or escalating Minor 1 behaviours	<ul style="list-style-type: none"> • Restorative conversation between aggrieved party and student • Peer mediation • Lunchtime and/or after school detention • Monitoring card • Withdrawal from class or playground • Loss of access to school network • Exclusion from extra-curricular activities/privileges • Parent/carers contact/meeting • Referral to Heads of Department • Functional Behaviour Assessment •
Technology violation	Unauthorised and inappropriate use of technology including phones.	As per <i>Away for the Day policy</i>

MAJOR 3 - MAIN BEHAVIOUR*

Behavior **must** be recorded in Oneschool. Refer to **Engagement Head of Department**. Contact **must** be made by Engagement Head of Department.

OneSchool category	Behavior	Possible strategies, intervention and consequences
	Persistent or escalating Minor 2 behaviours	<ul style="list-style-type: none"> • Referral internal/external support personnel/services • Monitoring sheet/Behaviour contract • Behaviour Support Plan • Parent/Carer meeting • After school detention • Withdrawal from class or playground • Exclusion from extra-curricular activities/privileges • Behaviour Support Plan • Restitution/Community service • Restorative conference on return from suspension • Police notification • Referral to Deputy Principal • Short Suspension • Long Suspension • Exclusion • Police notification
Abusive language	Use of confronting and/or explicit language in a direct manner.	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. Example cheating, plagiarism. <i>Curriculum HODS must be advised of this.</i>	
Bullying/harassment	Persistent or continued teasing, repeatedly taking of personal items belonging to others, or intimidation of any kind. Harassment of a sexual nature.	
Defiance	Continued refusal to follow directions given by school staff.	
Disrespect	Deliberate verbal or physical threat towards any member of the school community which poses a serious threat to safety and wellbeing of others.	
Disruptive	Repeated or sustained inappropriate behaviour that causes an interruption to teaching and learning across multiple classes	
Dress code	Repeated uniform transgressions – Refusal to follow direction	
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, electronic cigarettes or other prohibited substances or implements.	
Physical misconduct aggression/fighting	Physical Misconduct and Aggression- making contact with another student with force, contact with the intent to cause injury, or contact resulting in injury	
Property damage	Damage to other people's property or stealing, causing serious or irreparable damage.	
Refusal to participate in the course of instruction	Student repeatedly and continually refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	
Truancy and late	Unexplained and/or unauthorized absence from part of or whole class. Late to class or late to school.	
Use or possession combustible	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	

MAJOR 4 - MAIN BEHAVIOUR*

Behavior **must** be recorded in Oneschool. Refer to **Deputy Principal**. Contact **must** be made by Deputy Principal.

OneSchool category	Behavior	Possible strategies, intervention and consequences
	Persistent or escalating Major 3 behaviours	<ul style="list-style-type: none"> Long Suspension Exclusion Police notification
Bomb threat or false alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	
Other – charge related suspension	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.	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements	
Use or possession combustible	Student is/was in possession of substances/objects with the intent to causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	
Use or possession of a weapon	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	

Whole School approach to Discipline

Balmoral State High 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:

- Away for the Day Policy
- Appropriate use of social media
- Temporary removal of school property
- Preventing and responding to bullying



'AWAY FOR THE DAY' POLICY

The 'Away for the day' Electronic Device policy will support Balmoral SHS to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

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

SCHOOL EXPECTATIONS

- ✓ All students will be provided with a Mobile Phone pouch to secure their device for the duration of their enrolment.
- ✓ The school issued pouch is a part of the school uniform, and students are expected to have their mobile phone pouch at school every day.
- ✓ This pouch remains the property of the school and students are responsible for maintaining the pouch in workable condition.
- ✓ Loss or destruction of the pouch will result in the student being charged for a replacement pouch. The number assigned to the pouch must be always kept visible for identification purposes.

PROCESSES

- On entry to the school gates, all mobile phone pouches must be unlocked, and students must place phones within pouches. Mobile phone pouches must then be locked. The phones remain locked throughout the day. At the end of the day, students leave the school and use the unlocking stations, attached to school gates to unlock phone pouches.
- Students are required to have devices in their Mobile Phone pouch while at school and they are not to be left unsecured
- Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- Students found accessing smart watches to engage in social media and texting during school time will be required to hand their smart watch in to Student Services and the procedures for **'when a device is sighted'** will be followed.
- Students are required to place smart watches in their Mobile Phone pouch when undertaking assessment.
- If a student forgets to bring their pouch, loses their pouch or damages their pouch, they must hand their phone in to Student Services prior to the school day commencing where it will be locked away for the day, without penalty.
- If a student does not own a phone, with parent notification, students will be provided with an exemption card which must be attached to their pouch. Students must still bring the pouch to school every day as part of their school uniform.
- Students who lose or damage their pouch throughout the year will be required to pay a nominal fee of \$20 for the replacement of the damaged or lost pouch.

Management of Health Conditions

Some students with specific health conditions or disabilities may have, as part of their Personalised Learning Plan, access to these devices in the school grounds. These students will have an exemption card. When accessing the device/s, students must respect the rules and conditions discussed when creating the plan.

Faculty Unlocking Stations

Faculty staffrooms will be equipped with unlocking stations. At the discretion of the faculty HOD, with permission of the principal, teachers may take an unlocking station to class if the mobile phone is required for a specific lesson. The teacher must ensure all phones are locked back in the pouch at the end of the lesson.

Accessories

All technology devices not part of the BYOD program is banned from school, including Headphones/Air Pods and other Blue Tooth devices. If these devices are sighted at school, teachers will be expected to follow the procedures for **'when a device is sighted'** and students will need to hand them in to Student Services for the day.

Guidance Officers / School Nurse/ School Psychologist

Unlocking stations will be provided in those offices. Students can only unlock their phone should this be deemed necessary. The phone must be locked again before the student leaves the office and returns to the playground or class.

WHEN A DEVICE IS SIGHTED

Phones are to always remain locked in the pouch on school grounds. When a teacher sees a student's phone, teachers will be expected to follow the procedures for 'when a device is sighted'.

Class time: If a teacher sights a phone out of a pouch, the pouch is locked and empty or the student does not have a pouch, the teacher will instruct students to take the phone to Student Services. Students who return to the classroom will have a receipt from Student Services showing that they have handed over their device. Students will then need to collect their phone at the end of the school day from Student Services.

If a student does not return with a receipt or refuses to relinquish a personal device, teachers must record the behaviour on OneSchool and refer the behaviour to the relevant Year Coordinator.

Lunchtime: If a teacher sights a phone out of a pouch, the pouch is locked and empty or the student does not have a pouch, the teacher will instruct the student to take the phone to Student Services. Students who have handed in their device will have a receipt from Student Services showing that they have handed over their device. Students will then need to collect their phone at the end of the school day from Student Services.

If a student does not return with a receipt or refuses to relinquish a personal device, teachers must record the behaviour on OneSchool and refer the behaviour to the relevant Year Coordinator.

CONSEQUENCES FOR INAPPROPRIATE USE

If a student does not comply with the school policy, the principal or other delegated staff may impose the following actions and/or consequences:

- Temporary removal of student property (the device) as per school policy. The device may be returned to the student or alternatively directly to the parent.
- Withdrawing the permission to bring a mobile phone or other electronic devices to school.
- Prevent the student from attending or participating in, any school activity that, in the reasonable opinion of the principal or delegate, is not part of the essential educational program of the school.
- Suspension / Exclusion.

What happens to phones handed in to Student Services?

STAGE		INFRINGEMENT	SUGGESTED CONSEQUENCE
1	First and second occurrence in a term	<ul style="list-style-type: none"> ● Phone is visible/audible on school premises ● Device is not in pouch 	Student collects the phone at the end of the day from Student Services. Parents informed via text message from Student Services.
2	Third Occurrence in a term	<ul style="list-style-type: none"> ● Phone is visible/audible on school premises ● Device is not in pouch ● Second device is found (<i>first occurrence</i>) 	Year Coordinator contacts parents to advise. Phone to be collected by parents.
3	Fourth occurrence in a term	<ul style="list-style-type: none"> ● Phone is visible/audible on school premises ● Device is not in pouch 	Behaviour considered as non-compliance with school routine. Parent meeting with Deputy Principal and minimum 2-day suspension.

Refusal to relinquish a personal device will result in a straight progression to Stage 2 of the Process- Year Coordinators being contacted to escort student to hand in their device and phones being collected by parents at the end of the day.

Failure to follow a Year Coordinator's instruction will result in a straight progression to Stage 3 of the Process- parent meeting with relevant Deputy Principal and a minimum 2-day suspension.

N.B. Where contact cannot be made with the parent or guardian the phone will be released to the student no earlier than 2.45 pm or a pre-organised sign out time.

FREQUENTLY ASKED QUESTIONS

What if I want to reach my child during the school day?

Students will have full access to their phones before they enter the school gates and after school. If you need to urgently contact your child during the school day, please contact Student Services by calling 3823 8555.

What if there is a school emergency?

In the event of a school emergency, students will be directed to safety first by following the school's emergency response plan. Provision for parent and care giver contact is included in this, if and when necessary.

Will my student's phone be safe?

Students will retain possession of their phone – locked in their mobile phone pouch – for the entire school day. Students and parents are reminded that the school cannot guarantee the safety of an individual's mobile phone and that they bring it at their own risk. The safest place for a student's mobile phone is for it to remain at home.

What if the mobile phone pouch gets damaged?

The mobile phone pouch is the property of Balmoral State High School and is to be returned to the school at the completion of Year 12 or when a student unenrolls. If a student damages their pouch, they will be issued a new one with the cost of the replacement being charged to their account and parents receiving an invoice for payment. Damage includes any signs that the physical integrity of the pouch has been compromised, whether intentional or unintentional, as determined by the school.

What if a student is caught on their phone?

If a student is caught with their phone, they will be required to submit it to Student Services where it can be collected at the end of a day. If a student is caught on their phone 3 times during a term, the phone will need to be collected by a parent or guardian at a later time. Repeated violation of the school's mobile phone policy in such a way will result in further consequences including a potential suspension from school.

My child uses their phone to make payments and purchase food from the canteen at school.

There will be no opportunity for students to unlock their phones at the school canteen. The school canteen offers a range of ways that students can purchase food. Students may use key cards, cash, pre-order on the QKR! App or gift vouchers which can be purchased off the school website.

My child uses their phone to access their timetable and other online tools used by the school.

Laptops can perform almost all of the functions that a mobile phone can and, since Balmoral State High School has a BYOD program, the compulsory requirement for all students to have a laptop negates the need for a mobile phone to access these resources. At the start of the year, all students will be provided with a paper copy of their timetable too.

My child currently uses their phone for medical reasons.

Consideration of individual circumstances will be given to students who may require temporary or ongoing exemptions from this policy, where:

- the mobile device is used by the student to monitor or manage a medical condition (in accordance with the [Managing students' health support needs at school procedure](#))
- the mobile device is used as an agreed reasonable adjustment for a student with disability or learning difficulties

Deputy Principals of each Year Level will consider requests for exemption received by parents and carers on a case-by-case basis. This information will be included in a student's Personal Learning Plan (PLP). Students will be provided with Exemption cards once this process is completed

Are there any circumstances where my student can access their phone at school?

At times, and at the discretion of the principal, students may be granted access to their mobile phone in an allocated place under the direct supervision of school staff to access their phone. On rare occasions, teachers may also allow and closely monitor students' use of their phones for a set period of time in class to achieve certain learning goals or to complete a specific task. This is more likely to happen in practical classes such as The Arts, Digital Technology and HPE, but will not be a common practice.

My student currently uses their phone during breaks to pass the time. What will they do now?

The school already provides a variety of extra-curricular options for students to engage with at lunch times and we will continue to maintain access to these, and will increase the availability of sports equipment and other facilities for student use as required. We also welcome input from students as to what opportunities they would like the school to offer them during break times.

What if my child has an Apple Watch or other Bluetooth devices like headphones? How are these affected by the change in policy?

Our mobile phone pouches have RFID blocking which will eliminate their connectivity to smart watches and their messaging functionality. It will be assumed that any student seen with Air Pods or Blue Tooth enabled headphones are using them in conjunction with a mobile phone and, therefore, will be subject to the consequences of that behaviour as stated in the 'Away for the Day' Policy.

Appropriate Use of Social Media

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

It's important to remember that sometimes negative comments posted about the 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 behavior 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 behaviors 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. 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.

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

What 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.

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 Balmoral State High 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)
- 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).

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

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

Responsibilities

State school staff at Balmoral State High 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 Balmoral State High 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 Balmoral State High 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
- 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 Balmoral State High 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 Balmoral State High School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- 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.

Preventing and responding to bullying

Balmoral State High 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 behavior at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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 behavior 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 behavior 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.

Behaviors that do not constitute bullying include:

- mutual arguments and disagreements (where there are 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 Balmoral State High 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 Balmoral State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Balmoral State High School - Bullying response flowchart for teachers -

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Year Level Coordinator or Head of Junior/Middle/Senior Secondary



Cyberbullying

Cyberbullying is treated at Balmoral State High 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 their Year Coordinator or Sub-School Head of Department at Balmoral State High School (Junior, Middle and Senior School Head of Department).

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviors 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 Balmoral State High School 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 behavior that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behavior 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 behavior 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 behavior 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](#).

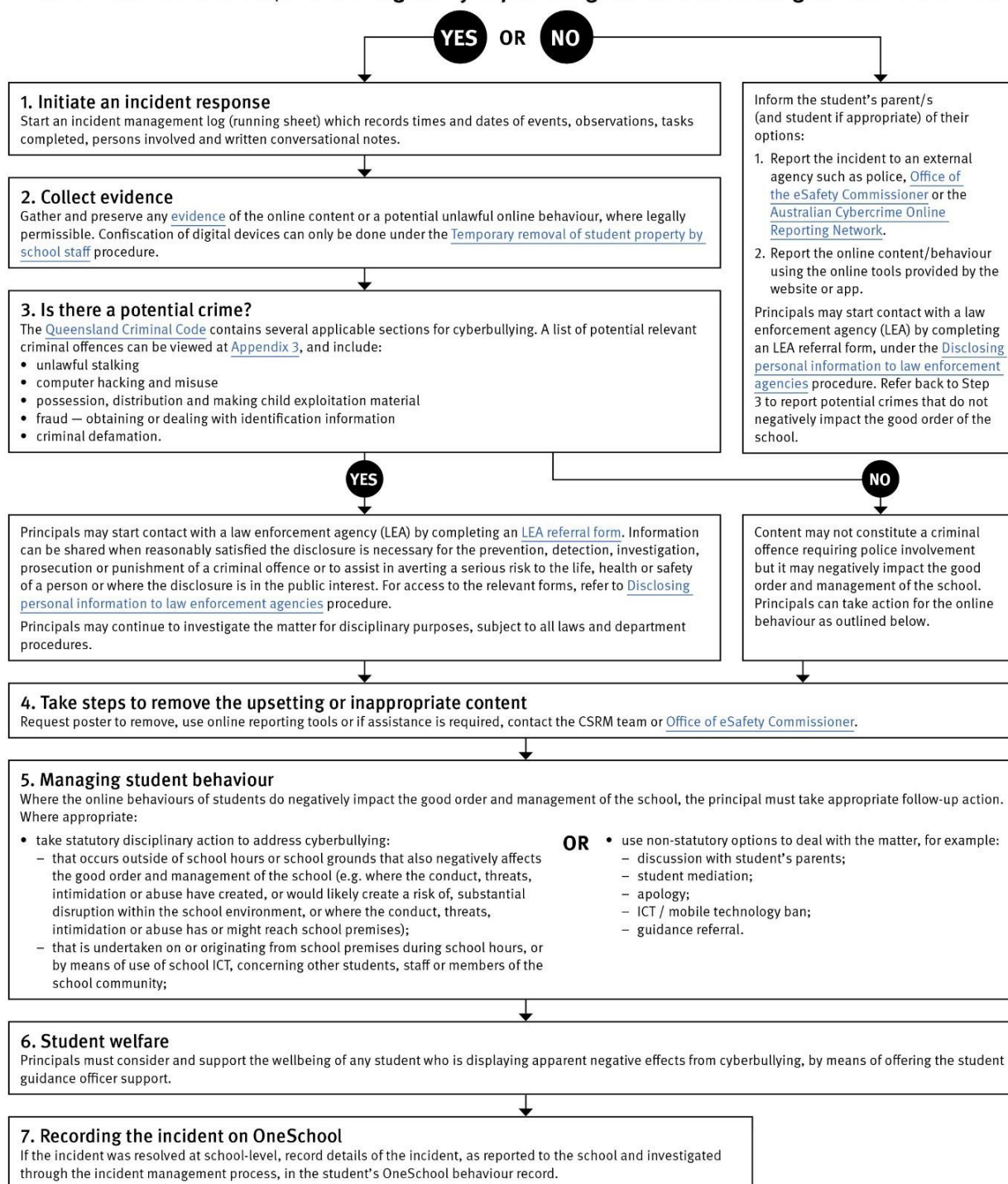
Explicit images

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](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSR) 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?**



Student Dress Code

Introduction

Balmoral State High School is a 100% full uniform school. This position is fully endorsed and supported by our Parents and Citizens Association, the school staff and the wider school community. It is expected that students enrolling at Balmoral will have carefully considered the expectations of and will abide by the dress code.

A full uniform code is strongly supported because:

- It makes a statement that our Balmoral State High School community cares about standards, that we are a school where 'near enough' is not good enough;
- It encourages identification with our school and the development of school spirit which is essential for us to be an effective learning environment;
- It reinforces the concept of team and community – of students, staff and parents/carers working together for the benefit of all;
- It removes distractions and competitions about clothes, which can be stressful to teenagers;
- It provides an economical means of clothing students during the high school years;
- It reflects the reality of the workplace, where business and industry expect that corporate uniforms will be worn neatly and with pride;
- It covers basic health and safety requirements for schools as workplaces.



Day/Formal Uniform		
Style	Junior Secondary - Years 7, 8, 9	Senior Secondary - Years 10, 11, 12
Style 1	<ul style="list-style-type: none"> Green pleated skirt or skort, worn at the waist and to the knee; Long school grey slacks; Green and white V-necked collared, checked blouse with gold trim and gold embroidery on the green pocket bar. Worn to cover skirt or skort; Two-sided button on tie with fixed front fold over. Colour of tie – green with yellow, green side on display; White quarter crew cut socks, which are visible above the shoe. <p>Optional:</p> <ul style="list-style-type: none"> Balmoral Panama style hat; Balmoral bottle green blazer with embroidered pocket. 	<ul style="list-style-type: none"> Green pleated skirt or skort, worn at the waist and to the knee or long school grey slacks; White V-necked collared blouse with green trim and green embroidery on the pocket bar. Worn to cover skirt or skort; Two-sided button on tie with fixed front fold over. Colour of Tie – green with yellow, green side on display; White quarter crew cut socks, which are visible above the shoe. <p>Optional:</p> <ul style="list-style-type: none"> Balmoral Panama style hat. Balmoral bottle green blazer with embroidered pocket.
Style 2	<ul style="list-style-type: none"> School grey shorts or long trousers; Grey, short sleeved shirt with green and gold trim and embroidered pocket – must be worn tucked into pants with belt; Grey knee socks, with fold down band must be worn with shorts. Standard, grey business socks must be worn with long trousers. <p>Optional:</p> <ul style="list-style-type: none"> Balmoral bolero style hat; Balmoral bottle green blazer with embroidered pocket. 	<ul style="list-style-type: none"> School grey shorts or long trousers; White, short sleeved shirt with green trim and embroidered pocket – must be worn tucked into pants with belt; Grey knee socks, with fold down band must be worn with shorts. Standard, grey business socks must be worn with long trousers. <p>Optional:</p> <ul style="list-style-type: none"> Balmoral bolero style hat; Balmoral bottle green blazer with embroidered pocket.
Winter Uniform (Terms 2 and 3 only)		
All year levels	<ul style="list-style-type: none"> Opaque black or natural toned stockings with dress skirt or skort; Long school grey slacks or trousers; Plain bottle green knitted sweater (with no logo), Balmoral zip-up jumper or Balmoral bottle green blazer with embroidered pocket; School tracksuit pants can be with sports uniform only. 	
Sports Uniform		
All year levels	<ul style="list-style-type: none"> Black sport shorts with embroidered Balmoral State High School logo; Green, gold, black and white Balmoral short sleeved active polo shirt; Suitable lace up sport shoes with appropriate arch support and shock absorption; White quarter crew cut socks, which are visible above the shoe; Balmoral State High School black bucket hat. 	

Implementation

Students must be in school uniform at all times unless indicated otherwise. At all times when travelling to and from school, and at school, the **school uniform**, as defined in the Uniform Policy, **is to be worn**. This includes when participating in school excursions; travelling to and from school and on special occasions. Neat presentation is essential.

Hair

Student's hair should be neat and tidy in appearance and tied back. Only natural shades of hair colour are allowed. No 'outlandish' hairstyles are permitted. Hair ties must be green, white, or natural in colour. When a student's hair touches their shirt collar, it must be tied up neatly.

Facial hair must be clean shaven or neatly groomed at all times. The principal may grant exemptions based on medical and religious reasons.

Make-up and Nails

Make-up and any form of eyelash extensions are not to be worn at school. No coloured nail polish or false nail extensions are permitted. Natural, neat, short nails only.

Jewellery & Body Art

- Two small sleeper or stud earrings in each ear;
- One flat ring.

Religious, cultural, or medical jewellery items can be worn out of sight, or if this is not possible a full written application must be made to the school administration. No other visible piercings are acceptable. Clear "spacers" must be worn in existing piercing holes or it must be removed or covered with a Band-Aid. Badges that are not provided by the school cannot be worn on school shirts, jackets or ties.

Tattoos and other body art or modifications are not permitted. If tattoos and modifications are a religious or cultural tradition/requirement, a full written application must be made to the principal.

Shoes

Black leather (traditional oxford style) lace-up leather shoes must be worn with the dress/ formal uniform for workplace health and safety requirements. Only impervious shoes are allowed. No casual, sporting shoe, or 8 lace Doc Martin style boots etc. are permitted to be worn with the dress/formal uniform. Including but not limited to the examples provided



Sport shoes

Lace up sneaker style sports shoes, that stop at the ankle are the only style of shoe accepted with the sports uniform. Neutral black or white colouring is preferred, avoid bright and outlandish colours. Sports shoes must have arch support and be designed for physical activity, casual/dress sneakers are not approved.



Under Shirts

A plain white t-shirt may be worn under day or sports uniform. Coloured or printed t-shirts are not permitted.

Senior Jersey

Only to be worn by Year 12 Students. The Senior Jersey must only be worn over a uniform blouse, or shirt.

Socks

Students are not permitted to wear white socks that are knee-high, invisible, mid-crew or long crew. Student are not permitted to wear any form of black socks. Only quarter-crew length white socks and grey knee-high Balmoral State High School socks are permitted. Ensure to wear only those described in the school's dress code.

Shorts

Shorts do not include "stubbies" style shorts, "cargo" shorts, leggings, running shorts, or bicycle shorts. Only official Balmoral State High School shorts are permitted.

The sport uniform can only be worn both to and from school on Wednesday. For practical H.P.E. lessons, students must change into their sports uniform before and after classes.

Students can wear the uniform style they feel most comfortable in, however, they cannot "mix and match". They must either choose style 1 or style 2.

Consequences on non-compliance

Students will be asked to dress appropriately. This may require the delivery of an appropriate item to school as a replacement, the supply of a school item or the removal of the student from an excursion, activity or grounds.

As a general rule, if it is not specified, it should not be worn. Students not complying with the uniform requirements will receive consequences. Balmoral State High School is a full uniform school.

Restrictive Practices

School staff at Balmoral State High School need to respond to student behavior that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behavior can be de-escalated and resolved quickly. On some rarer occasions, a student's behavior 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 behavior.

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 behavior 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 practice's 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 behavior 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 behavior 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 behavior:** 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 behavior 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 behavior briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behavior, then remind them of the expected school behavior and identify consequences of continued unacceptable behavior.
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 behavior, 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, behavior and learning.

- 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, willful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enroll – 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
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behavior Foundations professional development package \(school employees only\)](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)