



Berserker Street State School

Student Code of Conduct

2026-2029

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Contact Information

Postal address:	128-140 Berserker Street, Berserker, Old. 4701.
Phone:	(07) 4999 0333
Email:	principal@berserkerstreetss.eq.edu.au
School website address:	www.berserkerstreetss.eq.edu.au
Contact Person:	Ryan Gilmour (Principal)

Endorsement

Principal's Name: Ryan Gilmour

Principal's Signature:  _____

Date: 24/3/26

P&C President: Tammy Killeen _____

P&C President Signature:  _____

Date: 24/3/26

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Purpose

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

The Berserker Street State 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 and consistent standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword



At Berserker Street State School, we are committed to creating a positive, safe school environment where students and adults feel a sense of belonging that promotes a positive culture that leads to success and achieves results to ensure equity and excellence.

We are committed to:

- Better & brighter every day!
- Calm classrooms, calm school!
- Embedding the Berserker Way
- Every student experiencing success and positive affirmation every day
- Academic achievement
- Wellbeing and engagement
- Culture and inclusion

We pride ourselves on delivering quality teaching and learning through explicitly teaching the Australia Curriculum and have a rigorous learning environment that embraces our whole school expectations of we are safe, we are respectful, we are responsible, and we are learners.

We are dedicated to providing our students with the support they require to reach their full potential. Our school is staffed with a comprehensive network of educators to provide a differentiated curriculum supporting the individual needs of each of our students.

We prioritise the development of strong and productive partnerships between staff members, students, parents and the community and strongly encourage our parents to become partners in their child's education. We host several major community events each year to celebrate the wonderful achievements of our students and wider school community.

We are a school that prides itself on creating 'Better & Brighter' opportunities every day for all our students and we welcome new enrolments and are excited for the opportunity to work with you and your family. We are incredibly proud of our school and the opportunities we provide for our students.

P&C Statement of Support

As president of the Berserker Street State School P&C Committee, I am proud to support the Student Code of Conduct. We encourage all parents to familiarise themselves with the Berserker Street State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students engage positively with all members of the school community. Any parents who wish to discuss the Berserker Street State School's Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Berserker Street State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs

Consultation

Berserker Street State School used a variety of opportunities to school wide consultation in regard to the development of the Student Code of Conduct. This also included feedback sought from the P & C Association, Student Council, Leadership Teams and the teaching staff. This has allowed the school to develop a Student Code of Conduct and school wide policies that reflects the diverse nature of our community.

Review Statement

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

Data Overview

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

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection of responses designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver, and a random sample of students from different year levels.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals

School Opinion Survey (2025 Data)

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
Common items												
...student behaviour is well managed...	82.0	6.8	1.4	17.8	69.9	10.5	5.9	-0.8	81.0	6.0	5.4	-2.4
...students are treated fairly...	88.5	3.2	0.8	-0.2	84.1	10.8	10.3	-4.1	83.3	-4.8	-5.6	-2.8
...expectations and rules are clear...	92.2	0.5	-0.7	1.6	91.7	0.1	-0.8	-2.9	90.5	1.8	2.3	-1.2
...respectful student relationships fostered...	85.7	-0.5	-3.0	-0.6	93.1	4.4	2.8	-2.9	95.2	4.0	3.6	3.6
...gender equality at school...	89.4	0.3	-0.9	-0.2	80.6	9.3	8.3	-0.8	95.0	-0.4	0.2	0.7
...this is a good school...	93.9	5.0	2.8	9.9	87.3	10.1	7.0	2.0	92.7	0.5	0.7	3.8
...opinions are taken seriously...	77.8	-2.8	-3.8	-4.9	84.1	15.4	14.1	8.1	73.8	-6.1	-4.6	-11.9
...like being at school...	90.2	3.9	0.8	8.2	79.2	10.2	5.9	0.0	92.9	0.8	1.1	4.0
...feel safe at school...	86.5	0.8	-2.2	7.3	81.9	3.0	-1.0	0.9	88.1	1.1	0.6	4.8
...students are interested in school work...*	94.0	10.5	8.4	8.3	70.0	6.1	4.6	-16.3				
Concepts												
Fairness / Clarity of rules	87.6	3.5	0.5	6.4	81.8	7.0	5.0	-2.7	83.1	-2.1	-2.4	1.2
Safety	88.3	0.7	-1.5	5.3	87.7	4.2	2.2	-0.5	90.5	-0.2	0.2	0.8
Partnerships	87.8	1.1	0.2	3.6	87.7	7.8	6.9	2.3	85.2	-1.1	-0.1	-5.0
School culture	92.2	3.8	2.2	4.9	86.5	7.3	5.5	-2.4	91.2	0.2	0.6	0.5
Teaching and learning	94.0	6.7	5.3	12.6	87.6	4.2	2.9	-2.1	94.0	2.6	1.8	3.6
Staff wellbeing									81.3	2.5	3.9	-0.9
Staff development									86.6	1.9	3.4	0.2
Workplace culture**									83.1	0.8	2.4	-1.1

Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey*. Concepts show the overall result for items that belong to a concept.

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.

* In 2025, ...students are interested in their school work... was not asked in the Staff Survey.

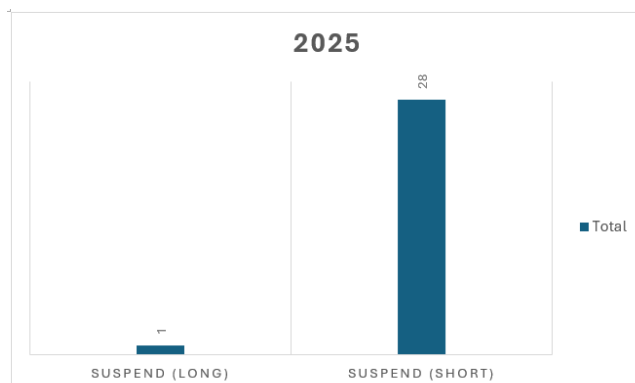
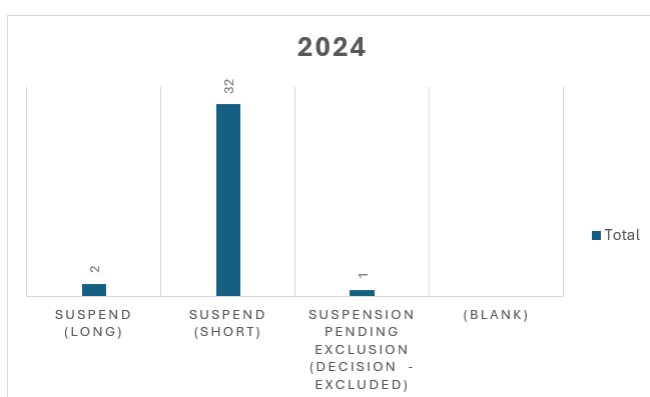
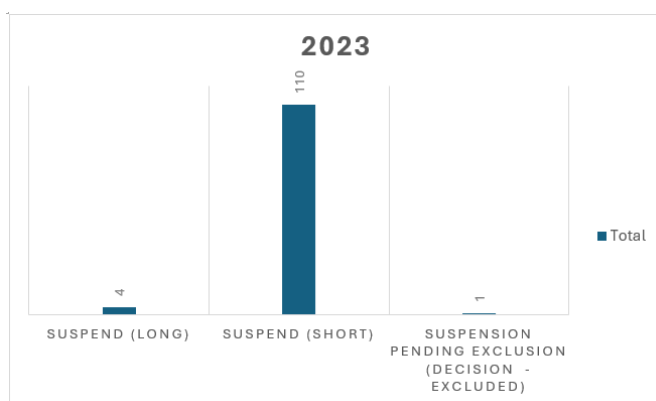
** The result for 'Workplace culture' does not include responses in relation to staff interactions in the Staff Survey.

School Disciplinary Absences (SDA)

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

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

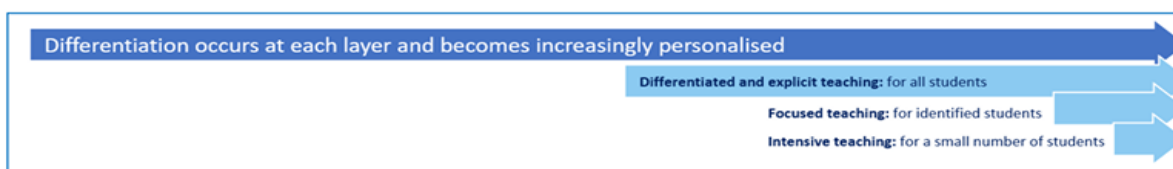


Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support (MTSS)

Berserker Street State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used consistently apply the Essential Skills for Classroom Management (ESCM), Teach Like a Champion (TLAC) and Universal Design of Learning (UDL), when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL)</p>

	<p>expectations. The types of interventions offered at this level will vary according to the needs of the student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • behavioural data is analysed by the BSSS Student Support Team on a weekly basis to identify students who require Tier 2 support • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised support for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.</p>

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff 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 consequences another student might have received, we will not disclose or discuss this information with anyone.

Student Wellbeing

Berserker Street State 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, School Psychologist or School Based Nurse Practitioner 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 Berserker Street State School, we support our students and families to access age-appropriate drug, alcohol education that reinforces public health and healthy relationships programs.

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

Berserker Street State 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

Berserker Street State 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

Berserker Street State 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 school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Berserker Street State School implements early intervention measures, appropriate referrals, and school support to access learning. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Berserker Street State School staff who suspect/witness suicide ideation 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, Berserker Street State School staff follow departmentally approved 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
- referral information is shared with parents
- all actions are documented and reported

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Berserker Street State School enacts a postvention response, by communicating appropriately as advised by the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Services

Berserker Street State School is proud to have comprehensive Student Support Services 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 Berserker Street State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Special Education Services.

Role	What the team does
Teachers	<ul style="list-style-type: none">• Refer students to the team where necessary.• Designs and implement learning experiences to engage students in the Australian Curriculum• Provide Tier 1 student support (encouragement, provide incentive, positive reframe, re-engage in learning, communicate with parents, monitor, refer to Student Support for further support
Heads of Department	<ul style="list-style-type: none">• Oversees and leads the implementation of the Australian Curriculum• Support and mentor staff to understand and enact school procedures for supporting student learning.

Principal/Deputy Principal	<ul style="list-style-type: none"> • Leadership of Student Support Services Team to promote an inclusive, positive school culture • Monitors attendance, behaviour and academic data to identify areas of additional need. • Analyse trends in school data to determine strategic direction to improve students' learning, behaviour and well-being. • Support and mentor staff (information suggestions, professional development) working collaboratively to provide Tier 1 and 2 student support. • Chair the Student Support Services meetings to ensure students receive the necessary support to engage positively at school
Guidance Officer	<ul style="list-style-type: none"> • Guidance Officers identify factors that can interfere or disrupt effective learning, wellbeing and development, and support the student to access appropriate referrals that can help students achieve positive outcomes. • Provide Tier 1, 2 and 3 student support with appropriate referrals to external programs/agencies. • Guidance officers may work directly with the student or with the student's teachers, support personnel, family, other specialists, or professionals from other agencies depending on the presenting concerns. Guidance Officers are able to provide information, support and referrals for students including personal and social development, mental health, diverse learning styles and needs, and educational and career pathways. Guidance officers, while respecting student privacy and confidentiality, work as members of a support team and are committed to providing quality education related services for every young Queenslander regardless of their circumstances.
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities
Speech Pathologists	<ul style="list-style-type: none"> • Supporting students to access the curriculum through assessment, intervention and/or staff support.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Psychologists, Nurse Practitioners, Mental Health Coach, Autism Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Berserker Street State School is Better and Brighter and uses Positive Behaviour for Learning (PBL) as the 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.

PBL is an evidence-based framework used to:

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

At Berserker Street State School, we believe discipline is about more than consequences. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Berserker Street State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Setting students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Responsible, Respectful, Safe and Learners.

Students

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

We are Learners

- Engage in all learning activities
- Try your best at all times
- Challenge yourself to improve and grow
- Ask for help when needed
- Learn from your mistakes

We are Safe

- Safety for self
- Safety for others
- Safety for school
- Safety in the community

We are Respectful

- Respect for self
- Respect for others
- Respect for school
- Respect for community

We are Responsible

- Responsible for self
- Ready to learn
- Follow all school rules/ expectations
- Follow all staff instructions
- Make good choices and own behaviour/ consequences

Berserker Street State School- School-wide expectations

Student Expectations Matrix

	Safe	Respectful	Responsible	Learner
All Areas	<ul style="list-style-type: none"> • I wear my full school uniform • I follow all emergency procedures • I report hazards/threats • I keep my hands and feet off • I practice good hygiene • I follow BSSS bullying procedure • I report bullying • I use my Berserker 5 • I follow adult directions • Right place, right time 	<ul style="list-style-type: none"> • Calm classrooms, calm school • I use school talk • I respect own and others property • I use equipment as intended • I respect other's opinions • I use appropriate noise level • I keep our school clean and tidy • I practice good sportsmanship • I represent my school with pride 	<ul style="list-style-type: none"> • I am in the right place at the right time • I follow all adult instructions (verbal / non-verbal) • I follow Berserker 5 (I report bullying) • I model correct behaviour • I follow schoolwide procedure (safety line) • I use my Berserker 5 	<ul style="list-style-type: none"> • I learn game rules • I follow transition procedures • I am brave and try my best
Classrooms	<ul style="list-style-type: none"> • I am in the right place at the right time • I follow all adult directions • I line up/walk in Safety line 	<ul style="list-style-type: none"> • I speak to teachers and peers in an appropriate manner • I track the speaker • I look after my own and other equipment • I wait my turn • I put my hand up to speak 	<ul style="list-style-type: none"> • I am ready to learn (social emotional check in / check out) • I pay attention to deadlines/time frames and complete my work in a timely manner • I am responsible for my own learning 	<ul style="list-style-type: none"> • I am ready to learn • I check in with my teacher • I have all my equipment ready •
Non Classroom Settings	<ul style="list-style-type: none"> • I am sun safe • I leave sticks, stones, and sand on the ground • I wait inside the fence • I follow road rules going to and going home from school • I use my Berserker 5 • I walk, not run, to play areas 	<ul style="list-style-type: none"> • I track the speaker during check in • I follow the rules of the game • I walk quietly through the school during learning time • I wait patiently for my turn • I wait and listen for instructions 	<ul style="list-style-type: none"> • I participate in check in at the end of lunch • I move quickly to my play area, and stay there • I wear a lanyard to the toilet, wash my hands and return promptly to class 	<ul style="list-style-type: none"> • I learn the rules of the game • I have fun learning new skills

Adult Expectations Matrix

	Safe	Respectful	Responsible	Learner
All Areas	<ul style="list-style-type: none"> • I wear appropriate clothing • I follow all emergency procedures • I report hazards/threats • I keep my hands and feet off • I practice good hygiene • I follow BSSS bullying procedure • I report bullying 	<ul style="list-style-type: none"> • Calm classrooms, calm school • I use school talk • I respect own and others property • I use equipment as intended • I respect other's opinions • I use appropriate noise level • I keep our school clean and tidy • I practice good sportsmanship • I represent my school with pride 	<ul style="list-style-type: none"> • I am in the right place at the right time • I follow all instructions (verbal / non-verbal) • I report bullying • I model correct behaviour • I follow schoolwide procedure • I carry and distribute Berserker Bucks 	<ul style="list-style-type: none"> • I understand the ways of working at Berserker Street SS • I understand the importance of being a lifelong learner • I ensure my practice is current and up to date
Classrooms	<ul style="list-style-type: none"> • I report to administration on arrival (visitors) • I ensure students are in the right place at the right time • I request assistance when it is needed 	<ul style="list-style-type: none"> • I speak respectfully to colleagues and students • I meet issues head on and address tough stuff directly • I listen before I speak 	<ul style="list-style-type: none"> • I am accountable for my conduct • I plan, teach, assess and report • I follow through with time frames and deadlines • I perform my duties to the best of my ability 	<ul style="list-style-type: none"> • I take on feedback and implement it • I learn from my peers and students • I strive to be better and brighter • I deliver PBL focus lessons every week
Non Classroom Settings	<ul style="list-style-type: none"> • I am sun safe • I follow road rules going to and going home from school 	<ul style="list-style-type: none"> • I speak respectfully to staff, students and visitors • I ensure equipment is well-maintained and looked after 	<ul style="list-style-type: none"> • I am on time for playground duties • I wear my high vis vest and bum bag on duty • I report hazards immediately 	<ul style="list-style-type: none"> • I read playground double plans and acknowledge changes

Parent and Staff Expectations

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Learner	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, medical, family circumstances, social/emotional and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution- focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You encourage and support your child to strive and challenge themselves with learning	We will encourage and support your child to challenge themselves with learning
You encourage and support your child's learning at home by reading and completing set homework tasks and assessments.	We will provide homework that is aligned to current classroom learning and is relevant to the individual circumstances of each child.

Safe	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
If your child is unwell, you will notify the school and keep them at home until they are well.	If staff are unwell we will stay home until we are able to commence our duties.
You stay informed about school news and activities by reading the school newsletter, Facebook page, notes, text messages and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent. If you are unable to speak to a staff member directly you will contact the office to arrange an appointment.	We will work with every family to address in a timely fashion any complaints or concerns about the behaviour of staff, students or other parents.
You sign in at the administration office when volunteering or visiting classes.	We welcome all parents, carers and community members to engage in the learning of students.

Respectful	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from a designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You give staff the opportunity to discuss your concerns and avoid social media outbursts.	We will act in a timely manner to address social media issues that affect staff, students or families.

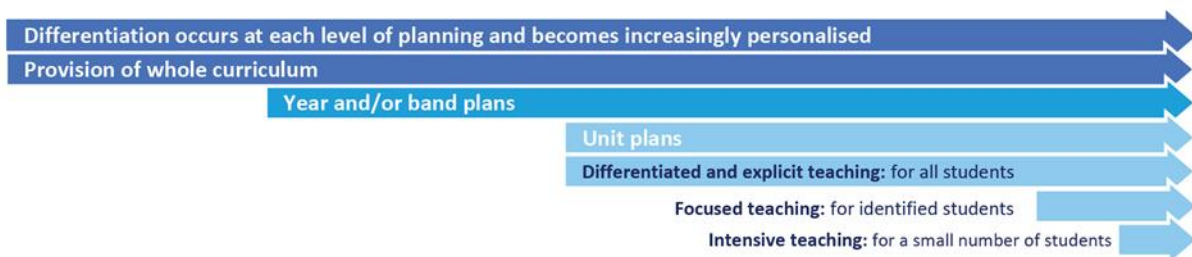
Responsible	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgmental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Differentiated and Explicit Teaching

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

Teachers at Berserker Street State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Berserker Street State 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.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Berserker Street 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

The disciplinary consequences model used at Berserker Street State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Our school makes systematic efforts to prevent problem behaviour by explicitly teaching and reinforcing appropriate behaviours. When unacceptable behaviour occurs, predictable consequences will occur that prioritise certainty over severity, building an understanding that all choices have consequences. Responses are consistent and proportionate to the nature of the unacceptable behaviour. Our school uses a range of consequences based on DoE policy and guidelines to:

- provide the opportunity for all students to learn and teachers to teach
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for their actions.

Minor and Major Behaviours

Management of behaviour at Berserker Street State School has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens, and major problem behaviour is referred directly to the relevant person for investigation and management.

Berserker Street State School- Minor/Major Behaviour Matrix

Universal (minor behaviour) consequences/strategies	Additional support required (major behaviour) consequences/strategies
<ul style="list-style-type: none"> Conversation to find function of behaviour Communication home Seating plan Buddy class/support- BSSS Better & Brighter Behaviour Support Sequence (flowchart) Meeting with parent/carer Lunch time detention/ conversation Temporary removal from activity Temporary loss of privileges Confiscation of property through the office Apology Mediation/Restorative conversation- staff/student Reteaching of behavioural expectation <p>(The aim of the consequence is to resolve the issue and change the unwanted behaviour, not just to issue a consequence. This may take some time!)</p>	<ul style="list-style-type: none"> Reflection room Lunchtime detention Phone call home to parent/carer Parent/ carer meeting Confiscation of property through the office Apology Targeted intervention to rectify behaviour of concern IBSP/ FBA Withdrawal from class activities for a period of time (restorative conversation on return or when suitable) Playground plan Remove participation from school events Mediation/Restorative conversation- staff/student In school suspension (extended withdrawal) After school detention School based community service School disciplinary absence (SDA) Exclusion <p>(All consequences will be issued case by case at the Principal's/ Officer in charge's discretion according to individual student's circumstances)</p>

Behaviour	Definition	Universal (Minor Behaviour)	Additional Support Required (Major Behaviour)
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way	Student swears/ uses inappropriate language in general conversation around staff or other students	Student swears/ uses inappropriate language directly towards a staff member- targeted
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism	Same as definition <ul style="list-style-type: none">Home contact made by staff memberWork redone in own time- lunchtime	A continuation/ pattern of academic misconduct <ul style="list-style-type: none">Staff member to discuss concern with Principal/ DPParental meeting if requiredReflection Room
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Not a Minor behaviour (refer straight to Principal/ DP)	Principal/ DP managed
Bullying (As per BSSS Student Code of Conduct)	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Staff member to investigate incident and determined pattern of ongoing physical social and/or psychological harm. No evidence or pattern/ staff member unsure of ongoing physical social and/or psychological harm to record incident as harassment.	Principal/DP to manage incidents with evidence of ongoing physical social and/or psychological harm.
Defiance	Student refuses to follow directions given by school staff. (Direction given in a calm and respectful manner)	Same as definition <ul style="list-style-type: none">Avoid power struggle/ argument with studentRule reminderFollow BSSS Better & Brighter- Behaviour Support SequenceRestorative conversation led by staff memberQuiet/ nonresponsive marked as minorHome contactFind the function of this behaviour	Case by case- discussion with Principal /DP before recording as major. <ul style="list-style-type: none">Student not compliant after offered support/ refusal to accept supports offered- eg. Better & Brighter- Behaviour Support SequenceRefuses to follow clear and reasonable directions in the playgroundSignificantly disrupts the learning of others
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students (eg. Rolls eyes/ turns and walks away/ mocking).	Same as definition	Case by case- discussion with Principal /DP before recording as major.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour	Not a Minor behaviour (refer straight to Principal/ DP) Behaviour to be managed as per defiance category before referring to principal/ DP	Case by case- discussion with Principal /DP before recording as major. <ul style="list-style-type: none">Student not compliant after offered support/ refusal to accept supports offered- eg Better & Brighter- Behaviour Support SequenceSignificantly disrupts the learning of others
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Concerns raised with Principal/DP who will contact parents/ carers to develop a plan of support to rectify issue	Not a Major behaviour

		<ul style="list-style-type: none"> Please follow Sun Safe Procedures during outdoor activities/ play times 	
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.	Principal/DP to make decision on each case as presented	Not a Major behaviour
Fighting (2 students- mutual participation)	Student is involved in mutual participation in an incident involving physical violence.	Not a minor behaviour One student involved to be recorded as physical aggression	Same as definition
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Same as definition	<ul style="list-style-type: none"> Pattern of ongoing behaviour Case by case- please follow Bullying category- if unsure discussion with Principal/DP before recording as major
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.	Not a minor behaviour	
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> Staff to support student with calming down- coregulation No power struggle/ argument with student Calm and respectful directions Contact office for lunchtime incidents Look for signals early and follow Better & Brighter Behaviour Support Sequence Restorative conversation 	<ul style="list-style-type: none"> Injury has occurred to staff or student Head injury needs to be reported straight away Pattern of behaviour to be discussed with Principal/DP- case by case
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property	Same as definition	Case by case- discussion with Principal /DP before recording as major.
Property misuse causing risk to others	Student engages in misuse of property which <u>may</u> cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury. (Sporting equipment, classroom supplies)	Same as definition	<p>Injury has occurred</p> <p>Case by case- discussion with Principal /DP before recording as major for non-injury incidents</p>
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school	Do not use – use defiance	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Not a minor behaviour	Same as definition
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<p>In possession of tobacco, alcohol, other prohibited substances or implements.</p> <p>Conversation with Principal/DP</p>	Use of tobacco, alcohol, other prohibited substances or implements.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students	Same as definition (over page)	Case by case- discussion with Principal /DP before recording as major
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Same as definition	Case by case- discussion with Principal /DP before recording as major
Truancy (out of class)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<p>Same as definition</p> <ul style="list-style-type: none"> Keep line of sight Contact the office (extension 330/320) if line of sight is lost Additional staff members present in classroom to locate student <p>contact the office (extension 330/320) if student is heightened</p>	Case by case- discussion with Principal /DP before recording as major
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence)	<ul style="list-style-type: none"> Follow the truancy out of class universal/minor steps Contact the office (extension 330/320) once student has left school grounds/ gate Keep line of sight (additional staff member) 	Case by case- discussion with Principal /DP before recording as major
Use/possession of combustibles	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).	Student is in possession of substances/objects (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Student uses substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Not a minor behaviour	Same as definition

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

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

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, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or good order and management of the school.

Differentiated








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

- Behaviour flow chart
- Reminder (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
- Selective attending
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour



Better & Brighter Behaviour Support Sequence V3

Student Visual

1. I will be reminded of our school expectations	
2. I will be given a choice to help me fix my behaviour (support offered)	
3. I will be given a logical consequence if my behaviour doesn't improve	
4. My teacher may have to phone the office and I will be given a logical consequence	
5. I may need to have reflection time at lunch time to learn how to manage my behaviour and choices	
6. My teacher and I will have a chat so they can help me make better choices and reset	
7. My teacher may have to contact home to let them know about my day	

- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- 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
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reminder of more serious consequences (e.g. other alternative logical consequence)
- In class detention
- Check in strategy

Focused

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
- Reflection room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and restorative conversations
- Referral to Student Services Support Team
- Stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with Student Services Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 9 school days)

- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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

At Berserker Street 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 Berserker Street 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 there-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 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 One School, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Restrictive Practices

School staff at Berserker Street 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 this type of 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 dysregulation.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour 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 enrol - Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices
- Parent and community code of conduct

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour 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](#)

Conclusion

Berserker Street 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 you 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. You can also make a complaint through [QGov](#).

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

2. Internal review: [contact the local Regional Office](#)

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

3. External review: contact a review authority

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

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

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

School Policies and Procedures

Berserker Street 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
- Mobile Phone
- Dress Code- Uniform Policy
- Managing Absences- Every Day Counts- Attendance Policy
- Better and Brighter Support Sequence
- Code of Conduct- Travelling home, on buses or public transport

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 Berserker Street 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)
- 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. Panadol, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Vapes or cigarettes

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, Stanley 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.

** 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 Berserker Street 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 Berserker Street 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 Berserker Street 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 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.
- 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 Berserker Street 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 Berserker Street 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.

Appropriate use of social media

New Australian Government laws will prevent under-16s from creating or maintaining social media accounts from 10 December 2025.

Under these laws, age-restricted social media platforms must take reasonable steps to prevent users under 16 from having a social media account and deactivate or freeze existing accounts held by people under 16.

What this means:

This isn't a ban—it's a delay to give children under 16 more time to build safe, healthy digital habits.

Children under 16 will still be able to view publicly available content that doesn't require logging into an account. For example, most content on platforms like YouTube can still be accessed without an account.

The restrictions aim to:

- reduce exposure to content that may negatively affect health and wellbeing
- limit engagement with design features that encourage prolonged screen time
- support young people to develop online habits with greater safety and awareness.

The age restrictions will apply to Facebook, Instagram, Snapchat, TikTok, X (formerly Twitter) and YouTube. Other platforms with similar features may also be included.

Online gaming services and standalone messaging apps are excluded from these restrictions under the current legislation.

Learning tools designed for learning and collaborations such as QLearn and Microsoft Teams are excluded from the restrictions, but must still be used responsibly.

Students will not be able to use any social media platforms while connected to the network during school hours.

Schools can continue to apply for YouTube to be unblocked for students over 13 years of age to access YouTube without logging in or creating an account.

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 is important to remember that negative comments posted about the school community may sometimes 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 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, please give consideration to 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

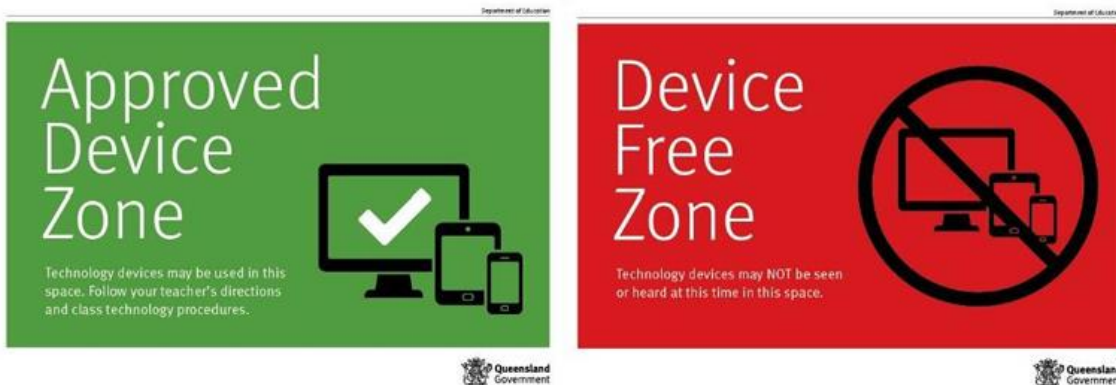
Use of mobile phones and other devices by students

This policy reflects the importance Berserker Street State School places on students displaying courtesy, consideration and respect for others whenever they are using mobile phones and other devices.

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 mobile phones. 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, Berserker Street 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

- Students at Berserker Street State School may bring mobile phones to school with their parents' permission for transport and safety reasons.
 - Mobile phones are to be taken to the school office upon entry to the school grounds
 - Mobile phones will be stored in the safe in the Administration Building for the duration of the school day and cannot be collected until the end of the school day
 - Students are responsible for the security of their mobile phone.
- All other personal devices are not to be brought to school unless prior arrangement has been made with the class teacher or leadership team.

It is **acceptable** for students at Berserker Street State School to use devices for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills

- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's elearning environment

At all times, students at Berserker Street State School must

- be courteous, considerate and respectful of others when using a device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Berserker Street 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
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of online email and internet chat
- 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 or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- film or take photos of students and upload to social media sites without their knowledge or permission
- Upload photographs of Berserker Street State School students in their school uniform onto social media sites.

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 Berserker Street State School Student Code of Conduct. In addition students and their parents should:

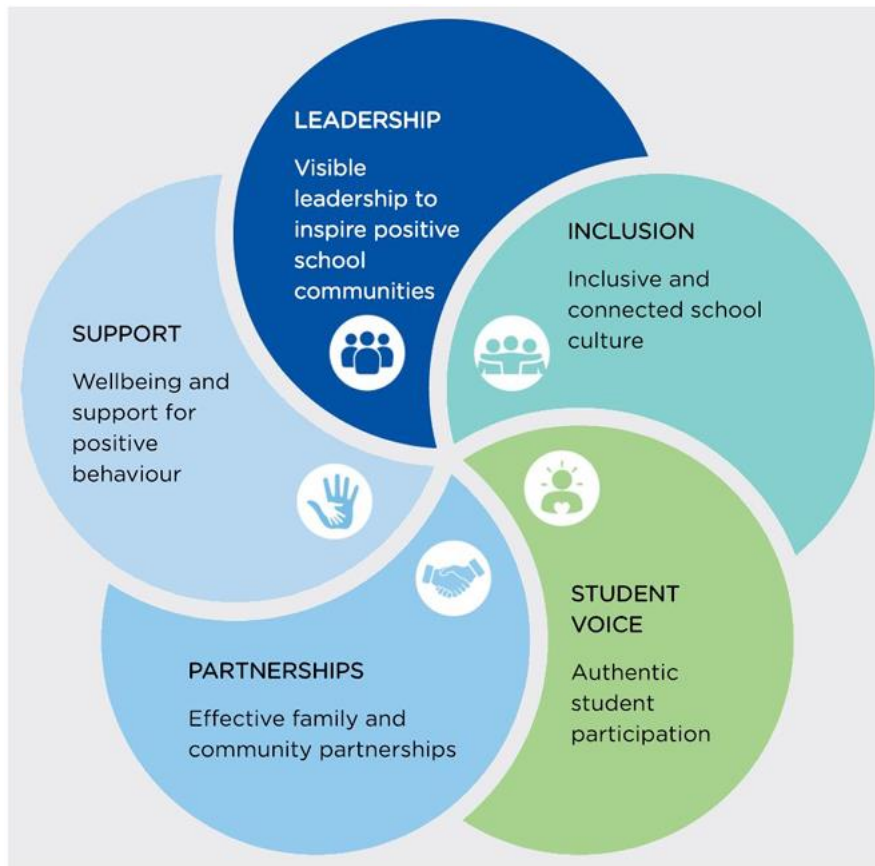
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access 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
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Berserker Street 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.



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Berserker Street 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 Berserker Street State 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 students.

Berserker Street State 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:

Prep to Year 6: Class teacher

Deputy Principal: 4999 0333

Principal: 4999 0333

First Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in One School
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in One School
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in One School

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in One School
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Berserker Street State School - Cyberbullying response flowchart for school staff

How to manage online Incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

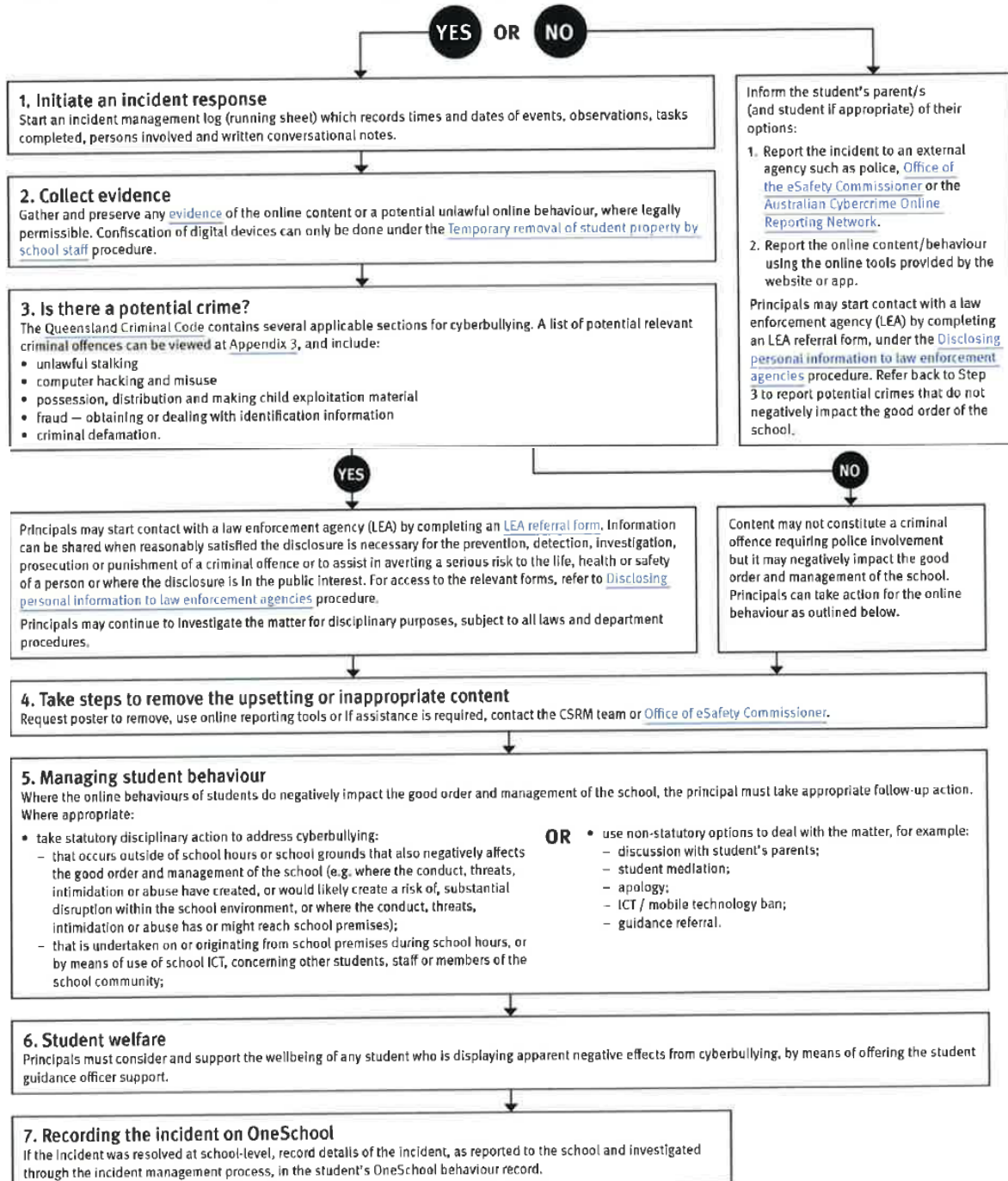
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

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

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



Cyberbullying

Cyberbullying is treated at Berserker Street 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 (for students in primary year levels) There is the principal and deputy principal, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Berserker Street State 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 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 the Principal.

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 Services Support Team

Berserker Street 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, as identified in the Student Services Support Team section earlier in this document. 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 Berserker Street 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.

Berserker Street State School - Anti-Bullying Compact

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

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Dress Code - Uniform Policy

Berserker Street State School (BSSS) is a full-uniform school. The school is committed to building a proud reputation and the uniform is regarded by the school community as being important in encouraging a sense of self-esteem, belonging and self-discipline in our students. All students are expected to observe the details of the correct attire and appearance, always presenting in a neat and tidy manner. This includes, but is not limited to, whilst travelling to and from school, or whenever a student is in the community wearing the school uniform. This high standard ensures students represent themselves and our school in an outstanding way.

The uniform has been designed in consultation with the Parents and Citizen Association (P & C), and with the elements of safety, comfort, climate, modesty, cost, efficiency, social equity, community values and activity taken into account.

It is preferred that uniforms are purchased from the School's uniform shop, during opening hours and preferably not during lunch times. Parents/ caregivers can either purchase items over the counter or by using the BSSS Flexischool's app.

Expectations of students

BSSS and the Parents and Citizens' Association (P and C) have endorsed the following expectations of students with regard to uniform and personal appearance:

- BSSS students are to wear full school uniform everyday
- All uniform items, with the exception of socks and shoes, are to be purchased from the uniform shop where possible.
- BSSS uniforms are not to be altered in any fashion, including but not limited to:
 - Cutting and shortening hem lines
 - Rolling up of sleeves and shorts, or the rolling down of skirt tops
 - Re-embroidering, replicating or reproducing the school logo/badges. To do so is contravening copyright laws and will be pursued by the school.
- Hats are to be worn outside.

Parents or carers can call the school to explain the reason their child is not in uniform. These may be accepted for specified and temporary reason but are not long-term waivers of the uniform expectations.

Whilst this policy seeks to assist students and parents by identifying appearance expectations, it should be noted that it is at the school's discretion to make a determination on any student's appearance and/or dress in keeping with the spirit of this policy and the community's expectations. Students are not to have ink marks or drawings on their bodies. Students with such items will be asked to clean off. There is to be no profanity on any part of the body or clothing.

Day Uniform				
Can be worn by all year levels	TOP	BOTTOM	SOCKS	SHOES
	<p>SHIRT: BSSS polo shirt (purchased from the school Tuckshop)</p> <p>JUMPER: BSSS bottle green jumper (non-compulsory but preferred. Can be purchased from the school Tuckshop) or a similar bottle green jumper. <i>Jumpers and hoodies purchased from other shops that are not in the school colours are not approved to be worn at school.</i></p>	<p>UNISEX SHORTS: BSSS shorts (non-compulsory but can be purchased from the school Tuckshop).</p> <p>Students are required to wear bottle green unisex shorts.</p> <p>TRACK PANTS: bottle green track pants</p>	<p>Plain white or plain black ankle and short socks (known as "crew" and "quarter crew".)</p> <p>BSSS SPORTS SOCKS (Yrs 5/6)</p> <p>Students are to purchase sports socks from the school Tuckshop (compulsory uniform for Friday sports)</p>	<p>Students are to wear fully covered shoes.</p>

HATS	<p>As part of the Department of Education's Sun Safe Policy, students must have a hat on while playing sport or participating in outdoor activities including excursions. The BSSS wide brimmed school hat is available through the school Tuckshop. The wearing of sunscreen is highly recommended and is available at all HPE classes when outdoors.</p>
JEWELLERY	<p>No facial piercings (metal) are permitted. Studs or sleeper earrings only are permitted. BSSS is a workplace and only a minimum amount of jewellery is acceptable. Students will be asked to remove excessive jewellery. Jewellery that cannot be removed, must be taped. Watches may be worn.</p>
MAKE-UP	<p>Students are not permitted to wear make-up at BSSS. Nail polish, acrylic nails or similar items are not to be worn at school.</p>
HAIR	<p>Hair must be neat, clean, tidy and well-maintained. Long hair must be tied back in practical subjects (HPE, The Arts) as this is a safety requirement.</p>

Compliance with dress code: Berserker Street State School expects all students to wear the uniform with pride unless there is a valid reason for not being able to do so. As agreed during the enrolment interview and Enrolment Agreement, parents/caregivers and

students have agreed to uphold the schools dress code. Parents/caregivers, students and the school, have a responsibility to ensure that students are in the correct uniform.








Consequences for non-compliance with the dress code:

1. Students not wearing the correct uniform will be given the option of:
 - a) Parents contacted to bring the appropriate item to the school for the student to wear for the day.
 - b) Removing the incorrect item, which is retained for collection by the student at the end of the day.
 - c) Students may borrow the item of clothing (if available for loan).
2. The incorrect uniform will be stored in the office in a labelled bag. If the student has a note explaining the reason for inappropriate uniform, they are to take it to the administration office and wait to speak with the Principal or Deputy Principal. The Principal/ Deputy Principal will contact the classroom teacher and advise of agreed plan/ actions.
3. Students are to return the borrowed uniform to the office at 2:45pm and collect their own items.
4. Families who are experiencing genuine hardship may contact the Principal or Deputy Principal to discuss this. The school priority is to work with all families and where there is a valid reason for not wearing the BSSS uniform, provide appropriate options, which include parent and school communication as the first step. If a student does not comply with the school's student Dress Code, the principal or delegated officer, may impose one of the following sanctions:
 - Consequences of the student for a period mentioned in the section 283 (3) of The Act.
 - Prevent the student from any activities for which the student would have represented the school that, in the opinion of the principal/delegate, is not part of the essential educational program of the school.



Better & Brighter Behaviour Support Sequence V3

Student Visual

<p>1. I will be reminded of our school expectations</p>	
<p>2. I will be given a choice to help me fix my behaviour (support offered)</p>	
<p>3. I will be given a logical consequence if my behaviour doesn't improve</p>	
<p>4. My teacher may have to phone the office and I will be given a logical consequence</p>	
<p>5. I may need to have reflection time at lunch time to learn how to manage my behaviour and choices</p>	
<p>6. My teacher and I will have a chat so they can help me make better choices and reset</p>	
<p>7. My teacher may have to contact home to let them know about my day</p>	

Student Acknowledgement Plan

WE ARE SAFE WE ARE RESPECTFUL WE ARE RESPONSIBLE WE ARE LEARNERS

WE ARE BERSERKER!



Berserker Street State School- Acknowledgement Plan V5					
	Name	Description and criteria	When & where presented & communicated	Goals	Celebrations
Free & Frequent	Verbal Acknowledgement (multiple times per day)	Staff give high rates of specific positive verbal feedback using the Berserker Way language of- we are safe, we are respectful, we are responsible and we are learners	ALL staff to ANY student demonstrating expectations and rules	100% of students receiving verbal acknowledgements	Verbal acknowledgement intrinsic
	Berserker Bucks (multiple times per day)	There are two types of Berserker Bucks at BSSS. Berserker Bucks are awarded to students who demonstrate schoolwide expectations and rules. Leadership team Berserker Buck = 5 points/ tallies BSSS staff Berserker Buck = 1 points/ tallies (focus behaviours are worth double - 2x BSSS staff coloured Berserker Bucks)	Awarded inside and outside the classroom for students demonstrating expectations and rules	100% of students receiving Berserker Bucks in both the learning areas and playground	Individual acknowledgement
	Weekly 'Student of The Week Awards'	One student per class per week is to be acknowledged for demonstrating Safe, Respectful, Responsible and Learner behaviours	Recorded on OneSchool and presented on parade Picture on Facebook	1 weekly Student of The Week awards presented on parade	Certificate on parade
	Positive Postcards	Positive Postcard sent home as a surprise to students who have been caught doing a great job in and out of the classroom.	Recorded on OneSchool and sent home by mail	3-5 students per week	Individual acknowledgement
Termly	Bronze Level Certificate	Students who are awarded 100 Berserker Bucks will receive a bronze level award on parade	Recorded on OneSchool, acknowledged on parade and delivered to classrooms. Picture on Facebook	As many students achieving this as possible	Bronze certificate
	Silver Level Certificate	Students who are awarded 150 Berserker Bucks will receive a silver level award on parade	Recorded on OneSchool, acknowledged on parade and delivered to classrooms. Picture on Facebook	As many students achieving this as possible	Silver certificate
	Gold Level Certificate	Students who are awarded 200 Berserker Bucks will receive a gold level award on parade	Recorded on OneSchool and presented on parade Picture on Facebook	As many students achieving this as possible	Gold certificate
	Better & Brighter Celebration Day	All students and staff attend whole school celebration activities in the morning session.	Shared in newsletters and Facebook Week 9	100% of students attending	Fun activities, positive memories
	Better & Brighter GOLD Celebration	Students who have been achieved Gold Level are eligible to attend the extra celebration event.	Week 9	85% of student population	Students who achieve milestone receive half day celebration
Yearly	Platinum Award	Students who have received four gold certificates throughout the year are eligible to receive a platinum certificate awarded at the end of year ceremony.	Recorded on OneSchool and presented on parade. Shared on BSSS Facebook page	85% of student population	Day of celebration with community partners

