



Responsible Behaviour Plan

Achieving Our Future



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Bribie Island State High School is a progressive and socially *responsible* school maximising student learning *outcomes* and preparing young people to become *active citizens* in a global society. Our school motto is *Achieving Our Future* through commitment to our four core values that underpin “*The Bribie Way*” (appendix 1).

Respect for ourselves, others and the environment;
Responsibility through honesty, fairness and accountability;
Unity through connection with each other and our community;
Discovery through passion for learning, creativity and excellence.

“*The Bribie Way*” has been agreed upon and endorsed by staff, the Student Representative Council and the P&C and is aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Our Responsible Behaviour Plan outlines our processes for facilitating positive school and community behaviours and responding to inappropriate and unacceptable behaviours. Central to this Plan is the explicit teaching of community accepted behaviour and enacted values. This assists us in creating and maintaining a safe, supportive and productive learning environment ensuring that every student achieves to the best of their ability.

2. Consultation and data review

Bribie Island State High School developed this plan in collaboration with our school community. Consultation with the school’s Behaviour Management Committee was undertaken in meetings held throughout 2015. A review of school data informed the committee meetings and the development process. Consultation with parents and students was undertaken through community meetings held during Semester 2 2015. The Plan was endorsed by the Leadership Team, Principal and the P&C.

3. Learning and behaviour statement

All areas of Bribie Island State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan outlines our shared values and our system for explicitly teaching behaviour expectations, acknowledging positive behaviours and preventing and responding to problem behaviours. Through our school plan, our shared values are articulated to the whole school community, assisting Bribie Island State High School in creating and maintaining a positive and productive learning and teaching environment – “*The Bribie Way*”.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Bribie Island State High School has a number of effective processes and programs to create a positive school culture. Our school’s Management of Unacceptable Behaviour Plan (appendix 2) reflects the level of responsibility for students each member has and the roles they have in providing a safe and supportive learning environment.



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Universal behaviour support

The Bribie Way

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bribie Island State High School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behaviour expectations is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

We communicate behaviour expectations under *The Bribie Way* which contains our four core values: Respect, Responsibility, Unity and Discovery. These expectations are communicated to students via a number of strategies, including:

- Weekly behaviour lessons conducted by classroom teachers;
- Reinforcement of behaviour lessons at school and learning community assemblies;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in our values and expectations;
- Wall charts in each classroom displaying *The Bribie Way*;
- Student diaries contain *The Bribie Way* and important policies pertaining to individual behaviour
- Enrolment packages contain documentation in regard to a number of the policies listed below which the students and parents sign as a condition of enrolment
- All staff are trained in the mandatory elements of the Code of Conduct, Student Protection and WH&S

We implement the following proactive and preventative processes and strategies to support the development of pro-social behaviour:

- Clearly defined policies and practices are published for the entire school community and applied fairly;
- We design challenging and relevant curriculum programs utilising the Art and Science of Teaching as our pedagogical framework;
- We teach positive behaviours and resilience strategies during ECP lessons;
- Younger students are mentored by older students in our structured TIP program;
- Students are encouraged to participate in a wide range of extra-curricular activities which further supports our values and expectations;
- We have a structured and advertised program to acknowledge and reinforce positive behaviour;
- We have implemented a Management of Unacceptable Behaviour plan which allows for classroom teachers to utilise Essential Skills for Classroom Management. This encourages students to reflect on their own behaviour and provides for the opportunity for them to modify their behaviour to align with the school's values;
- An extensive base of support including Guidance Officers, Chaplain, School Based Nurse, Youth Support Worker support students to develop pro-social behaviour;
- Head of Learning Communities and work closely with the Deputy Principals to assist in the communication and enforcement of values and expectations;
- Individual learning plans are developed with students, parents/guardians and relevant specialists for students who demonstrate repeated minor or major behaviour. These plans provide a personal framework of positive behaviour expectations and actions and enable staff to provide consistent strategies or adjustments across all learning environments;
- Implementation of specific policies to address:
 - The use of personal technological devices at school (appendix 3);
 - Procedures for preventing and responding to incidents of bullying (appendix 4);
 - Working together to keep Bribie Island State High School safe (appendix 5).



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Vivo

Vivo is an online positive behaviour recognition program that allows teachers and staff to reward students by allocating them points. Students can check their Vivo balance on the website or through the Vivo phone app. When students have accumulated enough points, they are able to use these to make purchases at the Vivo Store. The more positive behaviour displayed, the greater their Vivo balance. Vivo is the school's primary recognition program to acknowledge and reinforce positive behaviours. The behaviours that are rewarded are those behaviours that positively align with "The Bribie Way".



Learning Communities

Bribie Island State High School is organised into four Learning Communities. Learning Communities help us to achieve improved student learning outcomes through the promotion of positive student-teacher-parent relationships.

What are Learning Communities?

Learning Communities are semi-autonomous 'mini-schools' that are self-directing and self-governing. They are responsible for the monitoring of academic progress and behaviour of students, communication with parents and provision of pastoral care.

What do Learning Communities offer?

- Pastoral care.
- Collegial student management.
- Closer relationships between all learning community members.
- Direct parent – teacher contact.
- Cross curricular planning.
- Greater staff, parent and student interaction.

What do Learning Communities achieve?

- Improved student learning through the promotion of positive student-teacher relationships.
- The Learning Community structure encourages and supports communication and collaboration among teachers, improving teaching and learning.
- Improved student behaviour through early identification and a positive support structure.
- A more settled and orderly environment.
- A deeper sense of belonging for all involved in the school community and a pride in the school.
- With direct phone lines into the Learning Communities, speedy contact between the school and home allows any issues to be swiftly addressed and resolved.

Whole-school approach to problem solving

All members of the school community are responsible for implementing the Responsible Behaviour Plan for Students and supporting the school's values.

Role	Responsibilities
Principal	<ul style="list-style-type: none"> • Supporting "The Bribie Way" • The overall implementation of The Code of School Behaviour. • Establishing a supportive school environment. • Establishing and maintaining alternative schooling structures and avenues for those students who are unable to adapt to the traditional school environment to continue their education.



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	<ul style="list-style-type: none"> • Implementing suspensions from school and organising appropriate work for students whilst on suspension. • Implementing Behaviour Improvement Conditions where appropriate. • Implementing cancellations and/or exclusions from the school in situations where despite every opportunity and support mechanism being extended to the student they are still unable to respond appropriately. • Promoting VIVO
Deputy Principal	<ul style="list-style-type: none"> • Supporting “<i>The Bribie Way</i>” • Supporting the Principal and Heads of Learning Community in the implementation of the Code of School Behaviour. • Recommending to the Principal suspensions for students for 1- 20 days and organising appropriate work for students whilst on suspension. • In consultation with Heads of Learning Community, determining the most effective options for students returning from suspension. • Liaising with student support services team and external agencies for support programs where required. • Promoting VIVO
Heads of Learning Communities	<ul style="list-style-type: none"> • Supporting “<i>The Bribie Way</i>” • Ensuring that appropriate support is accessible for students and staff which may include suggested learning experiences, student management strategies and/or time management strategies. • Recommending to the Principal suspensions for students for 1- 5 days and organising appropriate work for students whilst on suspension. • Tracking Learning Community students through One School data. • Managing and supporting Learning Community staff through the use of the Management of Unacceptable Behaviour flowchart • Facilitating professional development needs of Learning Community staff. • Liaising with Line Managers & the student support services team in relation to alternative programs for Learning Community students. • Promoting VIVO
Heads of Departments	<ul style="list-style-type: none"> • Supporting “<i>The Bribie Way</i>” • Ensuring the effective delivery of the curriculum specifically related to student behaviour within their faculty area. • Supporting staff in effective curriculum delivery in relation to student behaviour within their faculty. • Monitoring student achievement and submission of assessment within their faculty. • Promoting VIVO
Guidance Officer	<ul style="list-style-type: none"> • Supporting “<i>The Bribie Way</i>” • Providing strategic advice for dealing with particular students. • Counselling students and empowering them to deal with the issues that they may be confronted with. • Providing career guidance for students and outlining the options available for achieving their goals. • Assisting students in setting goals, which is often an underlying factor in their motivation and cooperation at school. • Providing support for families. • Assisting students and families in accessing external support agencies. • Coordinating and managing referrals to the Student Support Services Team.
Teachers	<ul style="list-style-type: none"> • Supporting “<i>The Bribie Way</i>” • Implementing a variety of proactive support measures. • Establishing and maintaining an orderly classroom environment. • Using a variety of strategies when dealing with students.



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	<ul style="list-style-type: none"> • Documenting incidences of inappropriate behaviour and strategies implemented in the One School data base. • Accepting responsibility & accountability for the outcomes of their interactions with students. This includes: <ul style="list-style-type: none"> • Following the Management of Unacceptable Flowchart • Proactive management planning; • Collegial sharing of effective strategies; • Investigation of new strategies; • Self-directed professional development and • Promoting VIVO
Parents	<ul style="list-style-type: none"> • Support “<i>The Bribie Way</i>” • Ensure students attend school every day. • Provide students with equipment as required. • Ensure students comply with the School Dress Code. • Maintain communication links with the school. • Provide the school with advice on developments which may impact on the academic, social, physical or mental well-being of the student. • Contribute to the decision making processes within the school. • Support decisions made by the school in the best interests of their student and the school.
Students	<ul style="list-style-type: none"> • Support “<i>The Bribie Way</i>” • Actively contribute towards a safe, supportive & productive learning environment. • Achieve to the best of their ability by: <ul style="list-style-type: none"> • bringing correct equipment • being organised • displaying high standards of conduct • Follow all reasonable teacher directions. • Respect people, school and the environment. • Abide by the school’s policies and procedures. • Represent the school with honour, pride and enthusiasm. • Attend school regularly, on time, ready to learn and take part in school activities.

Targeted behaviour support

Each year through an examination of our data a small number of students are identified as needing targeted behavioural support. These students typically fall into the categories stage 1 and stage 2 of the school’s Management of Unacceptable Behaviour Plan. In most cases the unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

At Bribie Island State High School we support these students through our Management of Unacceptable Behaviour Plan and including the following strategies, adjustments, processes and programs:

- The building of teacher capacity through the Art and Science of Teaching and Essential Skills for Classroom Management school-wide professional development and classroom profiling opportunities;
- Staff member re-examines the school’s values with the student;
- Involvement of parent/guardian in monitoring process;
- Relocate student within the classroom;
- During school detentions;
- After school detentions;



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- Removal of students from class into a buddy class;
- Community service;
- Behaviour monitoring card;
- Class attendance monitoring cards;
- Low level intervention by Student Support Services is sometimes called upon at this stage to assess whether student misbehaviour is influenced by social or emotional issues and if extra support is required.

Members of staff are provided with professional development to support the behaviour management strategies they need to employ to maintain a positive learning environment.

Intensive behaviour support

At Bribie Island State High School we are committed to ensure every student achieves to the best of their ability. We recognise that some students are equipped with highly complex and challenging behaviours and need a comprehensive system of support that requires regular reviews in consultation with parents/guardians and other specialist staff. These students generally fall into the major category of the school's Management of Unacceptable Behaviour Plan. The Heads of Learning Communities and Administration Team work in conjunction with Student Support Services in order to develop appropriate strategies to meet the needs of the student's behaviour.

These strategies include the following:

- Strategies mentioned in the previous section;
- Place of student in a different class, year level, and timetable shift for a period of withdrawal from routine classes;
- Partial withdrawal of student from classes and or playground until preventative strategies are in place. Withdrawal is often associated with mandated assessment or counselling being undertaken before return to class;
- Prescribed enrolment in an alternate program (Building Strengths, Rock and Water, Drumbeat, PEARLs Program etc) as a support service that enables the student to gain behavioural skills;
- Development of an Individual Behaviour Support Plan;
- Reduced timetable in which to facilitate a gradual and sustainable return of student into the school full time;
- Intervention of outside agencies;
- Suspension from school (1-10 days);
- Suspension from school (11-20 days);
- Proposal to exclude from school;
- Recommendation for exclusion from school;
- Cancellation of school enrolment.

Regional Support

Major priority is building capacity in schools with some case management of Red Zone students. Behaviour support currently offered in our region includes:

- Behaviour Support Consultants to support and lead professional development including: Essential Skills for Classroom Management, Better Behaviour Better Learning and School Wide Positive Behaviour Support
- Speech and Language Pathologist exclusively for behaviour related assessments and therapy

Students identified as needing intensive behaviour support are those who have had targeted behaviour support and are still at risk of significant educational underachievement due to their inappropriate behaviour. In this case, Heads of Learning Communities, Administration Team and Student Support Services assist in the coordination of an individual student's case management. A collaborative





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consultation process is facilitated, involving the appropriate teachers, the student, the parents/guardians and relevant school support personnel.

5. Consequences for unacceptable behaviour

Bribie Island State High School proactively commits to preventing inappropriate student behaviour by explicitly teaching and positively reinforcing expected behaviours on an ongoing basis through ECP (Education Career Planning) classes. When inappropriate behaviour occurs, students experience consistent consequences. A consistent approach is adopted and the consequences are proportionate to the nature of the behaviour. A record of student behaviour is stored on OneSchool.

When responding to unacceptable behaviour a staff member first determines whether the problem behaviour is low, medium or high level behaviour in accordance with the school's Management of Unacceptable Behaviour Plan (appendix 2).

6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. Bribie Island State High School has a detailed *Critical Incident Policy* outlining staff roles and expectations, and procedures for a variety of emergency situations.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- 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**
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.



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Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Bribie Island State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation;
- the underlying reason for the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats;
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report (appendix 6).
- [Health and Safety incident record](#) (link).
- Debriefing report (for student and staff) (appendix 7).

7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by a whole school approach to behaviour management which includes the following:

- Parents/Guardians
- Classroom teachers
- ECP teacher
- Heads of Learning Communities
- Heads of Departments
- Administration Team



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Our Student Support Service may include access to the following school-based and community support services dependent on availability and resource allocation:

- Guidance Officer
- School Chaplain
- School Based Youth Nurse
- School Based Youth Support Officer
- Special Education Teacher
- Social Justice HOD

In some individual cases the Student Support Service team may refer students to external agencies.

True North Academy

Bribie Island SHS is introducing an on-site flexible program that targets students at risk of disengagement to stay at school and develop skills that may be presenting challenges to attendance and achieving at the high school. Students are identified during transition to the high school by key staff and/or by referral from observations during the school year. Key skills for success are identified during the referral process with parent consultation and engagement. These skills are taught by staff with expertise in behaviour management and student support.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and right of school community members are considered at all times.

We consider the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive strategies to the most intrusive.
- Recognising and taking into account extenuating circumstances, students' age, cultural background and their emotional state, and
- Recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate times;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - receive adjustments appropriate to their learning and/or impairment needs;
 - provide written or verbal statements that will be taken into consideration in the decision making processes;
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)



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- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from to



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APPENDIX 1



STATEMENT OF PURPOSE

Bribie Island State High School is a progressive and socially responsible school maximising student learning outcomes and preparing young people to become active citizens in a global society.

The Bribie Way



RESPECT

for ourselves, others and the environment

Acceptable

- I am polite, considerate and actively listen to what you say
- I value your contribution
- I am proud of myself and my school

Unacceptable

- I am disruptive and inconsiderate
- I undermine and intimidate
- I am negative and careless



RESPONSIBILITY

through honesty, fairness and accountability

Acceptable

- I act with integrity
- I communicate in an open, genuine manner
- I take responsibility for my actions

Unacceptable

- I say one thing and do another
- I gossip and spread rumours
- I conceal mistakes and blame others



UNITY

through connection with each other and our community

Acceptable

- I actively engage with my communities
- I value diversity
- I acknowledge and support the needs of others

Unacceptable

- I ignore my communities
- I am judgmental and reject difference
- I bully and manipulate others, I look the other way



DISCOVERY

through passion for learning, creativity and excellence

Acceptable

- I encourage lifelong learning and personal growth
- I strive for excellence
- I am brave, I embrace new ideas and situations

Unacceptable

- I resist learning new things and contribute minimum effort
- I avoid assessment of my performance
- I am scared, I resist new ideas and situations

Achieving Our Future



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APPENDIX 2

Management of Unacceptable Behaviour Plan

PRIOR TO UNACCEPTABLE BEHAVIOURS DISPLAYED
Examine OneSchool profile / Dashboard / SEU profile and case manager Plan engaging lessons differentiated to the different learners within the class to ensure outcomes for all students Art and Science of Teaching, Method of Instruction Explicitly teach behaviour expectation and school values Model and positively reinforce acceptable behaviours Manage unacceptable behaviours using the Essential Skills for Classroom Management starting at least intrusive to most intrusive



The Bribe Way Discovery Respect Responsibility Unity	STAGE ONE MINOR: LOW LEVEL BEHAVIOUR	STAGE TWO MINOR: MEDIUM LEVEL BEHAVIOUR	MAJOR: HIGH LEVEL BEHAVIOUR			
	Minor acts of misconduct, which interfere with teaching and learning.	Intermediate acts of misconduct which may include repeated acts of minor inappropriate behaviour and/or misbehaviours against people or property, which do not seriously endanger others' health, safety or well-being.	Major acts of misconduct which may include repeated acts of stage two minor inappropriate behaviours, high level disruption to teaching/learning and/or serious threats to health, safety or property.			
	Staff managed	Staff managed Parent notified by teacher OneSchool report as a minor incident not referred to HLC	Staff managed Parent notified OneSchool report as a major incident referred to HLC			
	<ul style="list-style-type: none"> Non-compliance Minor interruptions to learning (talking, making noises, calling out, late, work avoidance, off task behaviours) Being uncooperative Minor dishonesty Out of seat Unprepared for learning Disrespecting others Inappropriate tone or attitude Personal technological device violation 	<ul style="list-style-type: none"> Third offence in a week of a stage one minor offence Consistently late Repeated interruptions to learning Deliberate defiance Inappropriate use of a personal technological device violation Unsafe use of equipment 	<ul style="list-style-type: none"> Repeated acts of stage two inappropriate behaviours Destruction of property Wilful non-compliance Continual truancy Verbal aggression Continued inappropriate use of personal technological device violation Illegal use of a personal technological device violation Bullying Verbal harassment (major, aggressive, intimidating) Sexual harassment Physical harassment Physical aggression Possession, use or distribution of drugs (including: alcohol, illicit or prohibited substances) 			
	Consequences <i>First and second offence/s</i>	Consequences	Consequences			
	Staff will apply behaviour management strategies appropriate to the unacceptable behaviour considering the function of the behaviour, including but not limited to the following: <ul style="list-style-type: none"> Examine <i>The Bribe Way</i> Descriptive encouragement Cuing for parallel acknowledgement Description of reality Proximity Pause in talk Non-verbal redirection to learning Questioning to redirect to learning Humour to manage behaviour Verbal redirection to learning Supportive questioning Move student within class Natural consequence (eg: lunch or after school detentions) Support time 	Staff will apply behaviour management strategies appropriate to the unacceptable behaviour considering the function of the behaviour, including but not limited to previous strategies as well as the following: <ul style="list-style-type: none"> SEU student – liaise with case manager to implement strategic consequences Buddy class Community service Restore relationship (eg: apology, informal mediation) Behaviour monitoring card (see HLC) Subject specific monitoring card (see HOD) Support time 	Head of Learning Community will apply behaviour management strategies appropriate to the unacceptable behaviour considering the function of the behaviour, including but not limited to previous strategies as well as the following: <ul style="list-style-type: none"> SEU student – liaise with case manager to implement strategic consequences Behaviour monitoring card Subject specific monitoring card Class monitoring card Restorative conversation between teacher and student Teacher-student-parent conference Individual Student Behaviour Plan (ISBP) Loss of privileges Referral to student support services Community service Summer School Internal suspension Referral to Learning Community Deputy Principal Removal of invitation to school events, including formal, graduation and extra-curricular activities Cancellation of enrolment External suspension Exclusion 			
	Was the unacceptable behaviour resolved?		Was the unacceptable behaviour resolved?		Was the unacceptable behaviour resolved?	
	Yes	No	Yes	No	Yes	No
	Praise and reward appropriate behaviour	Third offence in one week becomes 'stage two minor'	Praise and reward appropriate behaviour	Head of Learning Community referral	Praise and reward appropriate behaviour	Administration referral by Head of Learning Community



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APPENDIX 3

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying the school's four core values whenever they are using personal technology devices.

Personal Technology Devices include, but is not limited to, gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile and smart phones, iPods® and devices of a similar nature.

Personal Technology Device Use at School

The use of mobile phones and other personal technology devices during class time or when being addressed by a staff member is prohibited unless approved by the Principal or recommended by teachers as part of the learning experience. The school will not accept responsibility for theft or damage to these items.

Students or parents needing to relay urgent messages to each other during school hours should contact the office.

Confiscation

Students found using mobile phones and other personal technology devices inappropriately or without the express permission of a staff member will have the item confiscated. Students can collect confiscated items from the office at the end of the school day.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Bribie Island State High School. Students using personal technology devices to record inappropriate behaviours or incidents without others' knowledge or permission (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the



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purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. We ask that parents take measures to provide instruction on appropriate use of online social media and mobile phones, monitor usage by students and report any inappropriate use occurring to outside agencies (QPS) if appropriate.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

Students may also be given permission to use some personal technology devices as part of the curriculum under the supervision of teachers. For example students may be permitted to bring iPods into a dance classroom.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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APPENDIX 4

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers may react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that the victim of bullying feels supported and the alleged bully's behaviour is not reinforced by the rest of the school community.

Purpose

Bullying is defined as repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. This includes physical attack (hitting, kicking, sexual assault, theft); verbal attack (name calling, racist, sexist or homophobic comments, offensive remarks, ridicule) and indirect bullying (spreading rumours, explicit ostracism from social groups). It can include doing one or more of the preceding acts by use of modern technology such as mail or text messaging.

Bribie Island State High School strives to create a safe, supportive and productive learning environment for all students at all times of the day. The disciplined and learning environment that we are creating is essential to:

- Achieving a positive school culture.
- Achieving international perspectives and intercultural acceptance.
- Ensuring we have high standards.
- Ensuring we meet our commitment to continuous improvement.
- Ensuring respect for people, property and the environment.

There is no place for bullying at Bribie Island State High School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's values and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Bribie Island State High School include but are not limited to name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- Race, religion or culture.
- Disability.
- Appearance or health conditions.
- Sexual orientation.
- Sexist or sexual language.
- Young carers or children in care.

At Bribie Island State High School there is an understanding amongst, staff, students and parents that bullying is not acceptable. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite



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intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know *The Bribie Way* and have been taught the expected behaviours attached to each value in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the classroom and non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the classroom and non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Bribie Island State High School has also allocated resources to join Stymie, an online system for bystanders to anonymously report bullying in an effort to provide support for the victims of bullying and harassment.

The student curriculum modules of the anti-bullying process consist of lessons taught by all ECP teachers and classroom teachers in a school-wide explicit teaching of appropriate behaviours program.



Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bribie Island State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. To achieve this it is envisioned that Stymie along with all other methods of reporting available to students, will promote a culture in which students feel supported in addressing bullying.

Bribie Island State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Responsibilities

At Bribie Island State High School we are committed to providing a safe, supportive learning environment, for all members of the school community. Members of the school community have the following responsibilities in regards to Bullying and Harassment.



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All Staff (including Principal, Deputy Principals, HODS, HLCs and teaching and non-teaching)

- Staff are required to respond at a whole school level to any issues of harassment or bullying within the school.
- Staff have the responsibility of delivering anti-bullying curriculum.
- If staff are alerted of any bullying or harassment by a parent or student they are to respond appropriately as outlined in the Code of Conduct.

Stymie notifications

The school utilises a range of methods for students to report bullying. Stymie is one of these methods. The school follows the following process when administrating Stymie notifications:

- The administration team and student support services receive all Stymie notifications;
- The administration team forwards a notification to the relevant HLC;
- The HLC of the victim of the bullying meets with them to provide appropriate support which may include consultation with the parents/guardians;
- The HLC of the alleged bully conducts an investigation to determine the occurrence and severity of the bullying;
- Appropriate support and consequences are provided to the bully in an effort to correct inappropriate behaviour this is then communicated to the parents/guardians;
- The HLC records an action taken on OneSchool.

All Parents

Parents can support the anti-bullying message by encouraging their child not to use physical violence as a way of resolving conflict.

- Parents have the responsibility of supporting and reiterating any anti-bullying curriculum as required by the school community.
- Parents have the responsibility of reporting any issues of bullying or harassment involving their child to a member of staff as soon as possible after the incident. Parents can report any issues of bullying to their child's Head of Learning Community or on Stymie.

All Students

Where they feel able, students may initially choose to use some appropriate anti-bullying strategies of their own such as:

- Walking away from conflict where possible.
- Politely but firmly asking bullies to stop their behaviour.
- Warning bullies that their behaviour will be reported if it continues.
- Reporting issues of bullying to their Head of Learning Community or on Stymie.

However, in any situation where a student does not feel comfortable with the above, they should immediately report instances of bullying or harassment to a member of staff or on Stymie as soon as possible.

- Students have the responsibility of actively participating and utilizing skills developed in anti-bullying curriculum.



Getting Support

Students or parents can report bullying and harassment and seek support from:

- On the internet based program, Stymie.
- Heads of Learning Community.
- School Guidance Officer
- School support staff including: the school nurse, the school chaplain, school, Aboriginal and Torres Strait Islander Community Liaison Officer or the youth support coordinator.
- Deputy Principals (for more serious incidents).
- Principal (for more serious incidents).

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APPENDIX 5

Working together to keep Bribie Island State High School safe

We can work together to keep knives out of school. At Bribie Island State High School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined (This may include suspension or recommendation for exclusion)
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Bribie Island SHS safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.



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APPENDIX 6

Bribie Island State High School Incident/Investigation Report

Name:

Date:

Time of Incident:

Describe the location:

Give your side of what occurred:

Who is the best other person to talk about when the incident occurred?
Who else was in the immediate area when the incident occurred?
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Briefly give your impression of why the other student or teacher engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Briefly describe any history you have with this teacher/ student/students.

Person Completing Form:

Signature:



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APPENDIX 7

Debriefing Report for Physical Intervention

Formal debriefing should be led by a staff member in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive need



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