We are BBSC

Brisbane Bayside State College

Responsible Behaviour Plan for Students

Endorsement

[Signatures]

Principal

P&C President

Date effective: from Feb 2016 to March 2017
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Brisbane Bayside State College

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

A. Purpose

Brisbane Bayside State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The key focuses for all activities within Brisbane Bayside State College are:
- Our Mission Statement
- Our Beliefs and Values
- Natural Justice and Logical Consequences

Our Purpose

Mission Statement

Brisbane Bayside State College aims to develop as a strong school community with enduring relationships developed through intellectual and creative endeavours, supportive conversations and the celebration of differences. We dare ourselves to be:
- socially, economically and environmentally aware citizens employing sustainable practices to positively influence local and global communities;
- achieving high academic outcomes;
- motivated and successful, utilising individual and collective strengths through individualised study pathways;
- innovatively harnessing technologies to transition successfully through life;
- empowered and resilient, making informed choices about life and learning to manage change;
- acting decisively, with pride in ourselves and our school’s identity.
Beliefs and Values

We believe in:

<table>
<thead>
<tr>
<th>Education</th>
<th>Values</th>
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</thead>
<tbody>
<tr>
<td>Empowering and preparing students for a quality life.</td>
<td>o A safe, secure and connected learning environment.</td>
</tr>
<tr>
<td></td>
<td>o Autonomous learning and critical thinking.</td>
</tr>
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<td></td>
<td>o The development of productive, skilled and responsible members of society.</td>
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<table>
<thead>
<tr>
<th>Sustainability</th>
<th>Values</th>
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<tbody>
<tr>
<td>Accepting responsibility for the impact of today's choices on tomorrow</td>
<td>o Use non-renewable resources wisely and seek more efficient alternatives for the future.</td>
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<td>o Develop productive relationships within the school and the wider community.</td>
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<td>o Create and maintain practices and programs that have long-term viability.</td>
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<table>
<thead>
<tr>
<th>Diversity</th>
<th>Values</th>
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<tbody>
<tr>
<td>Encompassing acceptance and respect.</td>
<td>o Recognise and celebrate individual differences, and support all student learning in a range of endeavours.</td>
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<td></td>
<td>o Foster pride and a sense of belonging.</td>
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<td></td>
<td>o Acknowledge the unique contribution of all members.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Community</th>
<th>Values</th>
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<tbody>
<tr>
<td>Being a part of the community; sharing common goals, ideas and understandings.</td>
<td>o Active and responsible community membership</td>
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<td></td>
<td>o Enhanced opportunities through community consultation</td>
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B. Consultation and data review

Brisbane Bayside State College developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, data analysis and community feedback conducted during 2012. Further review occurred during Quadrennial School Review in 2013.

A review was conducted of the following important data sets for this college relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009 – 2012 also informed the plan development process.

The Plan will be submitted to be endorsed by the Principal Mr Darren Wallwork, and the President of the P&C Mr Rob Zubrinich in April, 2014 and will be reviewed in 2015 as required in legislation.

Endorsement

Principal                                                                                                                                   P&C President

Date effective: from .................................................. to ..................................................
C. Learning and behaviour statement

All areas of Brisbane Bayside State College are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our college plan, shared expectations for student behaviour are plain to everyone, assisting Brisbane Bayside State College to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our college community has identified the following school rules to teach and promote our high standards of responsible behaviour: BBSC

- Be a learner
- Be responsible
- Show respect
- Contribute to our community

Our school rules have been agreed upon and endorsed by all staff and our college P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Our leadership team has created the following classroom rules to promote the importance of a climate that supports learning existing in all learning environments:

- We are on time.
- We are prepared to learn.
- We use polite language.
- We keep our learning areas clean and tidy.
- We use technology for learning with teacher direction.
D. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support: The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Brisbane Bayside State College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations has been attached to each of our four school rules. The School Rules Expansion below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>Our Rules</th>
<th>Key BBSC idea</th>
<th>Expansion</th>
<th>Values</th>
<th>Expectations</th>
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<tr>
<td>Be a learner</td>
<td><strong>Education</strong> is the essential key to empowering and preparing students for a quality life.</td>
<td></td>
<td>• A safe, secure and connected learning environment</td>
<td>We demonstrate this by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Autonomous learning and critical thinking</td>
<td>➢ Being on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The development of productive, skilled and responsible members of society.</td>
<td>➢ Following instructions promptly</td>
</tr>
<tr>
<td>Be responsible</td>
<td><strong>Sustainability</strong> is accepting responsibility for the impact of today's choices on tomorrow.</td>
<td></td>
<td>• Use renewable resources wisely and seek more efficient alternatives for the future</td>
<td>➢ Being prepared and at the right place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Develop productive relationships within the school and the wider community</td>
<td>➢ Completing set tasks within timelines</td>
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<td></td>
<td></td>
<td></td>
<td>• Create and maintain practices and programs that have long-term viability</td>
<td>➢ Being a problem solver</td>
</tr>
<tr>
<td>Show respect</td>
<td><strong>Diversity</strong> encompasses acceptance and respect.</td>
<td></td>
<td>• Recognise and celebrate individual differences, and support all student learning in a range of endeavours</td>
<td>We demonstrate this by:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Foster pride and a sense of belonging</td>
<td>➢ Respecting others space and property</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Acknowledge the unique contribution of all members</td>
<td>➢ Respecting others right to learn</td>
</tr>
<tr>
<td>Contribute to our community</td>
<td><strong>Community.</strong> Our school is a community and is part of a community: sharing common goals, ideas and understandings</td>
<td></td>
<td>• Active and responsible community membership</td>
<td>➢ Avoiding unnecessary physical contact</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Community partnerships and industry feedback</td>
<td>➢ Using polite language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Enhanced opportunities through community consultation</td>
<td>➢ Raising hand to speak and waiting turn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Keeping left</td>
<td>➢ Playing and acting fairly</td>
</tr>
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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School and Year level Assemblies and during active supervision by staff during classroom and non-classroom activities.
<table>
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<th>We are BBSC</th>
<th>POSITIVE BEHAVIOURS</th>
<th>We are BBSC</th>
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<tr>
<td><strong>Be a learner</strong></td>
<td><strong>In Class</strong></td>
<td><strong>Moving Around</strong></td>
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<tr>
<td><em>Dare to be wise – do your best in all tasks.</em></td>
<td><em>Know the expectations.</em></td>
<td><em>Be aware of the rules and procedures for canteen use.</em></td>
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<td><em>Participate actively in individual and group work.</em></td>
<td><em>Manage your time well to be punctual.</em></td>
<td><em>Listen to supervisor directions and respond positively.</em></td>
</tr>
<tr>
<td><em>Manage your time well.</em></td>
<td><em>Manage possessions to be ready to learn.</em></td>
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<tr>
<td><em>Respond to challenges and problems in a positive manner.</em></td>
<td></td>
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<tr>
<td><strong>Be responsible</strong></td>
<td><strong>Complete all class tasks and assessments on time.</strong></td>
<td><strong>Complete all assigned homework tasks.</strong></td>
</tr>
<tr>
<td><em>Demonstrate honesty in all interactions.</em></td>
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<tr>
<td><em>Complete all class tasks and assessments on time.</em></td>
<td></td>
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<tr>
<td><em>Complete all assigned homework tasks.</em></td>
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<tr>
<td><strong>Show respect</strong></td>
<td><strong>Listen to others.</strong></td>
<td><strong>Consider others needs when sharing space.</strong></td>
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<td><em>Sit and remain in your assigned place.</em></td>
<td><em>Talk with respect.</em></td>
<td><strong>Talk with respect.</strong></td>
</tr>
<tr>
<td><em>Demonstrate care for others.</em></td>
<td><em>Don’t litter or leave possessions behind.</em></td>
<td><strong>Respect others space.</strong></td>
</tr>
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<td><em>Respect differences of others in your class.</em></td>
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</tr>
<tr>
<td><strong>Contribute to our community</strong></td>
<td><strong>Demonstrate a positive and cooperative attitude.</strong></td>
<td><strong>Keep to the left on paths and stairs.</strong></td>
</tr>
<tr>
<td><em>Line up as per policy for room entry.</em></td>
<td><em>Smile.</em></td>
<td><em>Play fair.</em></td>
</tr>
<tr>
<td><em>Make the classroom a happy place: SMILE.</em></td>
<td><em>Be courteous: great people.</em></td>
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Brisbane Bayside State College implements the following proactive and preventative processes and strategies to support student behaviour:

**Positive Behaviour Initiative Team and Wellbeing program**

Brisbane Bayside State College has a **Positive Behaviour Team** made up of representatives from administration, teaching staff, parent body and support staff. This group meets regularly and adopts a proactive approach to promoting positive behaviours within the school through initiatives such as:

- **Weekly focus** - A positive behaviour focus for each week is promoted through the school notices, the electronic community noticeboard, and the College Newsletter to enable parents to be aware and active in supporting school behaviour expectations.

- **Rewards scheme** - Teachers issue students caught 'doing the right thing' with VIVO Points to recognise and reinforce engagement with expected behaviours.

- **Data analysis and strategic planning** - Information relating to trends in behaviour improvements are communicated to students and community to positively reinforce outcomes that improve learning and college environment.

Comprehensive induction programs in the Brisbane Bayside State College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.

Individual learning and behaviour plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

**Implementation of specific policies to address:**

- the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*

- procedures for preventing and responding to incidents of bullying (including cyber bullying and recording incidents for data collection) (Appendix 2)

- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing expected school behaviour**

At Brisbane Bayside State College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**BRISBANE BAYSIDE STATE COLLEGE**  Positive Classrooms and VIVO Reward Scheme

Staff members are encouraged via the identified professional learning culture of BBSC to identify four positive behaviours for every correction delivered in classroom contexts. VIVO Reward points are provided to all staff members to distribute each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to reward them with VIVO Points. VIVO Points accrue for the individual and their House team as a perpetual shield is in place to recognise the Champion House group each year at the College Awards evening.

Positive Behaviour Team leaders and Year level Co-ordinators monitor and recognise VIVO points attainment at year level assemblies regularly and students can earn rewards and prizes set up within the BBSC VIVO Store.

A crucial component of Brisbane Bayside State College's whole school approach to positive behaviour support is the **Wellbeing Program** across all year levels. Each year level has one welfare leader and all students have a weekly welfare lesson with specific programs including interpersonal skills development, career and futures planning, resilience building programs etc. plus support through the Guidance Officer, Youth Support Coordinator, Chaplain, School-Based Youth Health Nurse and Community Education Counsellor.
**Responding to unacceptable behaviour**
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

The BBSC preferred way of re-directing low-level problem behaviour is to ask the student how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour and decision making, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Intensive behaviour support: School Based Support**
**Brisbane Bayside State College** is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. In such cases, School-Based Support teams which may include the year level Deputy Principal, Support Staff including the Guidance Officer and the Year Co-ordinator and other behavioural support personnel for that year level. The process of intensive support may include:
- a meeting and data collection from all teachers of the student to develop appropriate behaviour expectations and strategies
- monitoring the impact of support for individual students through continuous data collection such as lesson-by-lesson monitoring cards.
- Providing specific and consistent strategies and adjustments outlined within an Individual Learning Plan, and
- Conferencing with parents or carers to achieve continuity and consistency between the college and home.

Following referral, school-based support will involve a Staff member contacting parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team may also include agency staff from a support organisation, and specialist behaviour services staff.

**E. Consequences for inappropriate or unacceptable behaviour**
**Brisbane Bayside State College** makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When significant behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Direct OneSchool referral, or when this is not possible, a Behaviour Referral OneSchool is used to record all minor and major problem behaviour.

Minor and major behaviours: See flow chart on page 15 of the Responsible Behaviour plan for classification of behaviours as Minor or Major.

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.
Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then sends the student to Administration, or sends a report to Admin identifying the behaviour and the need for the student to be collected from the learning venue. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One**: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Support Services or specialist staff.
  
  AND/OR

- **Level Two**: Parent contact, referral to Guidance Officer, referral to intensive school-based support, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply of possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
### Definition of consequences*

| Time out | A Principal or school staff member may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  
During time out, student is to be supervised and given an opportunity to re-join class at intervals of no more than 10 minutes. |
| --- | --- |
| Detention | A Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  
A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). |
| Temporary Removal of Property | A Principal or staff member of Brisbane Bayside State College has the power to temporarily remove property from a student, as per the procedure  
*Temporary Removal of Student Property by School Staff.* |
| School Disciplinary Absences (SDA) |  |
| Suspension | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.
<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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<tbody>
<tr>
<td>Class tasks</td>
<td>- Not completing set tasks at an appropriate level</td>
<td>- Ongoing or repeated refusal to complete tasks.</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>- Not being punctual (e.g. lateness after breaks)</td>
<td>- Leaving class without permission (out of sight).</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>- Not in the right place at the right time.</td>
<td>- Leaving school without permission.</td>
</tr>
<tr>
<td>Movement around school</td>
<td>- Low intensity failure to respond to adult request</td>
<td></td>
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<td></td>
<td>- Non compliance</td>
<td></td>
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<td></td>
<td>- Uncooperative behaviour</td>
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<tr>
<td>Play</td>
<td>- Incorrect use of equipment</td>
<td>- Throwing objects</td>
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<tr>
<td></td>
<td>- Participating in non-approved activities or games.</td>
<td>- Dangerous play</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>- Not wearing a hat in playground</td>
<td>- Ongoing non-compliance with dress code.</td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>- Minor dishonesty</td>
<td>- Major dishonesty that impacts on others.</td>
</tr>
<tr>
<td>Mobile Phone or personal</td>
<td>- Mobile phone switched on or visible in learning</td>
<td>- Use of a mobile phone in any part of the school for filming purposes without authorisation.</td>
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<tr>
<td>technology devices</td>
<td>environment at any time without authorisation</td>
<td>- Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Verbal conduct</td>
<td>- Inappropriate language (written/verbal)</td>
<td>- Offensive language</td>
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<td></td>
<td>- Calling out</td>
<td>- Aggressive language</td>
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<td></td>
<td>- Poor attitude</td>
<td>- Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Property conduct</td>
<td>- Disrespectful tone</td>
<td>- Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>- Using others property without permission.</td>
<td>- Wilful property damage</td>
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<td></td>
<td>- Lack of care for the college environment.</td>
<td>- Vandalism</td>
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<tr>
<td>Physical Contact</td>
<td>- Minor physical contact (e.g.: pushing and shoving)</td>
<td>- Serious physical aggression</td>
</tr>
<tr>
<td>Others</td>
<td>- Not participating fairly</td>
<td>- Fighting</td>
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<tr>
<td></td>
<td>- Minor disruption to class</td>
<td></td>
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<td></td>
<td>- Minor defiance</td>
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<tr>
<td></td>
<td>- Minor bullying</td>
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<tr>
<td>Moving around the school</td>
<td>- Not following agreed methods for movement. e.g. Keep left, delay on stairs or corridors.</td>
<td>- Major misbehaviour at nearby shops, eating establishments or on public transport.</td>
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<tr>
<td>Travelling to and from school</td>
<td>- Unsafe behaviour crossing roads.</td>
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<td></td>
<td>- Behaviour on public transport that is disruptive to others.</td>
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<tr>
<td>College Environment</td>
<td>- Not managing personal litter</td>
<td>- Graffiti or vandalism.</td>
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<tr>
<td>Other</td>
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<td>- Possession or selling of drugs</td>
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<td></td>
<td>- Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.*
Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Brisbane Bayside State College staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.
Positive Behaviour Management

The previous pages outline the expectations that the BBSC community has of student and their behaviour at school and while representing the school travelling for sport, excursions or getting to and from school.

Behaviour of all students at all times must reflect our four core rules, as WE ARE BBSC.

We are BBSC:  
Be a learner  
Be responsible  
Show respect  
Contribute to our community

All teachers and students will follow set procedures for commencing and concluding lessons, for moving around the College, for getting along at recess, and for completing consequences in situations where students do not meet set expectations for issues such as being on time, having the necessary materials to participate, supporting learning for all, and meeting expectations in regard to the student dress code.

On Arrival at Classroom

- Students are to gather the materials that they need and line up quietly. Store bags in racks or in teacher advised location.
- DO NOT LEAVE VALUABLES IN YOU SCHOOL BAG. DO NOT BRING EXPENSIVE PERSONAL ITEMS TO SCHOOL. YOU ARE RESPONSIBLE FOR ANY PERSONAL BELONGINGS THAT YOU BRING TO SCHOOL.
- The teacher will invite students inside the classroom and check that they have the required materials as they enter the room.
- Stand behind your assigned seat until your teacher invites you to sit. Your teacher has full right to decide where you sit and every class will be expected to have a designated seating plan.
- Each lesson will commence with a five minute ‘warm up’ (e.g. quiet personal reading, quiz, journal writing) during which the teacher will mark the roll, issue code breaches or consequences for not meeting expectations (on time, resources, uniform).

During the Lesson – Supporting Classroom Learning Expectations

- The classroom teacher may apply the positive behaviour for learning process to positively manage behaviour in the classroom. In the process, students choosing not to follow rules and meet expectations will need to choose between complying with task expectations or being exited from the classroom to the supervision of another teacher, and completing assigned consequences that go with this choice.

All students will be made aware of this process, the consequences of a choice not to engage or to disrupt, and that all teachers will be expected to follow this process.

The Positive Behaviour for Learning Process is detailed on the following page.

End of lesson

- The teacher will identify that the lesson is ended. Students put their chair back under their desk and wait while the teacher completes a check of the room (litter, computers logged off, windows shut if necessary).
- You leave the room promptly when your teacher invites you to do so. The teacher will be the last person out of the room, and they will lock the venue.

The Positive Behaviour for Learning Process will involve:

- If a student continues to disrupt or fails to engage appropriately in the learning tasks even after the teacher has employed a range of strategies to identify the issue and re-direct them, the buddy out process will be used.
POSITIVE BEHAVIOUR MANAGEMENT

PURPLE LOOKS LIKE: POSITIVE BEHAVIOUR
Above and beyond following of school/class rules and expectations

GREEN LOOKS LIKE: ON TASK BEHAVIOUR
Following school/class rules and expectations

VIVO Reward points
Positive affirmation

YELLOW LOOKS LIKE: VERY MINOR OFF TASK BEHAVIOUR
Talking out of turn, out of seat, late, minor disruptive behaviour etc.

Teacher implements strategies to support re-engagement

ORANGE LOOKS LIKE: PERSISTENT OFF TASK BEHAVIOUR
Student chooses to
‘BUDDY OUT’
Triple A Buddy Out Form
Sent to Buddy Class (1 lesson only)
Student & Teacher Triple A Conversation
Parent Contacted
HOD Informed
RE-ENTRY ACTION PLAN IMPLEMENTED

‘BUDDY OUT’ QUESTIONS ASKED
What are you doing?
What should you be doing?
What will happen if you continue to ---?
(STUDENTS GIVEN AN OPPORTUNITY TO RECTIFY BEHAVIOUR)

RED LOOKS LIKE:
EXTREME OFF TASK BEHAVIOUR

HOD or Administration Support

Triple A
Used at any stage

A
ADMIT
Admit your mistake

A
ACCEPT
Accept the consequences

A
AMEND
Make amends for the mistake.
F. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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.

- 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.

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect other students’ attention towards their usual work/activity.

- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 Brisbane Bayside State College’s staff demonstrates a duty of care to protect students and staff from foreseeable risks of injury. 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 function of the behaviour.

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 reduce the risk of harm to self or others
- 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

**G. Network of student support**

Students at Brisbane Bayside State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Heads of Department
- Year Level Co-ordinators
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
  - Behaviour Support Services Staff Senior Guidance Officer
  - School Chaplain
  - School Based Police Officer
  - School Based Youth Health Nurse
  - Youth Support Coordinator.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
H. 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 rights of school community members are considered at all times.

**Brisbane Bayside State College** considers the individual circumstances of students when applying support and consequences by:

- promoting an 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 sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - 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.
I. 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
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

K. 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

L. Endorsement

__________________________________________  ________________________________________
Mr Darren Wallwork                       Mr Rob Zubrinich
Principal                              P&C President

Effective Date: ............................ to .................................
Appendix 1
The Use of Personal Technology Devices* at BBSC

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Device Etiquette
At BBSC students use technology for learning with teacher direction. Personal technological devices brought to school must be turned off and out of sight during assemblies or classes unless being used in a teacher directed activity to enhance learning. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Damage, Loss or Theft
The cost associated with the replacement or repair of personal technological device as a result of loss, theft or damage remains the responsibility of the device owner and will not be covered by BBSC. Parents and guardians are thus encouraged to gain independent insurance to cover such instances.

Confiscation
Students will be given a warning if they breach this policy and directed to put the device out of sight. Continued use contrary to this personal technology devices policy will results in the device being confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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 Brisbane Bayside State College. Students using personal technology devices to record inappropriate behaviours or incidents (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 (apart from social functions like graduation ceremonies) 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 purpose of bullying 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. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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 Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose

1. **Brisbane Bayside State College** strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in **Brisbane Bayside State College**. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at **Brisbane Bayside State College** include 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.

4. 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.

5. At **Brisbane Bayside State College** there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. 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 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.
Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Brisbane Bayside State College are an addition to our already research-validated positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. 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 school wide 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 four (4) college rules and have been taught the expected behaviours attached to each rule 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 non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the 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.

9. Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

Brisbane Bayside State College will then investigate and respond to incidents of cyber bullying impacting a student and/or staff wellbeing.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all wellbeing classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches a process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. 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 Brisbane Bayside State College takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

14. Brisbane Bayside State College uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. 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.
Appendix 3
Safe Schools Policy on Knives at Brisbane Bayside State College
WORKING TOGETHER TO KEEP BRISBANE BAYSIDE STATE COLLEGE SAFE

We can work together to keep knives out of school. At Brisbane Bayside State College

- 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. Disciplinary action could include suspension or exclusion for BBSC.
- 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 Brisbane Bayside State College 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.
Appendix 4

Incident Statement

Your Name: ____________________________________________

Date of Incident: ______________________________________

Time of Incident: ______________________________________

Location of Incident: __________________________________

Where were you? ______________________________________

What teachers/adults were there? _________________________

_____________________________________________________

What students were involved? ____________________________

_____________________________________________________

What Happened? ______________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

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_____________________________________________________

_____________________________________________________

Signature: ___________________________ Date: _______________
Appendix 5

Brisbane Bayside State College Debriefing Report

Formal debriefing should be led by a staff member trained 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 modified to accommodate their specific receptive and expressive needs.
BRISBANE BAYSIDE STATE COLLEGE
BUDDY OUT
STUDENT NAME: ____________________________ DATE: ____________
TEACHER SENT FROM: _______________________ ROOM SENT FROM: _______________ TIME
SENT: ________________________________
TEACHER SENT TO: ________________________ ROOM SENT TO: _______________ TIME
ARRIVED: ___________________

STUDENT REFLECTION
(Next section to be completed by your teacher at your conversation)

Explain the events that lead to you being sent to buddy class.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

TEACHER/STUDENT CONVERSATION ABOUT STUDENT REFLECTION

TRIPLE A
Conversation

ADMIT: What you did.

ACCEPT: The consequence.

AMENDS: How will I fix it?

1. ADMIT
   ______________________________________________________________________
2. ACCEPT
   ______________________________________________________________________
3. AMEND
   ______________________________________________________________________

Teacher Signature: ____________________________ Student Signature: ____________________________