Responsible Behaviour Plan for Students 2017
Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education.

Purpose

“An ENRICHED Education for ALL”

Bribie Island State School’s Responsible Behaviour Plan provides clear guidelines and the structure required to encourage a positive school tone and a supportive school environment. We put this plan in place to ensure that all members of our school community are safe and have the potential to develop as lifelong learners. This plan is acknowledged and shared with families through the enrolment process.

The plan respects the rights:

- of all students to learn
- of teachers to educate
- of all to be safe

In order for students to achieve their full potential, the school insists all its members feel safe and valued and behave towards each other in ways that enrich individual learning opportunities:

- respectful
- reasonable
- responsible
- supportive
- safe
- caring and considerate
- dignified
- fair and just

Consultation and Data Review

Bribie Island State School has developed this Responsible Behaviour Plan through ongoing consultation with our staff and school community. We have consulted extensively with staff particularly focussing on using behaviour data from OneSchool to identify times and areas of the school where behaviour incidents are most likely to occur. With this information we have and will continue to develop proactive support programs and whole school processes regarding absenteeism and school disciplinary absences. Data is regularly analysed by the PBL team and reported back to all staff through various media.
Our Behaviour Statement

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

- Be Safe
- Be Respectful
- Be an Active Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C through the process of the Positive Behaviour for Learning (PBL) program.

The key principles underlying the use of any practice are:

- Consistency
- Follow through
- Developing and rebuilding relationships
- Child involvement (i.e. co-construction of class rules)
- Personal development programs (i.e. student focused lessons, staff in-service and parent workshops)

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are transparent. This transparency assists Bribie Island State School 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.

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. Students of all ages and capabilities have the aptitude to behave appropriately with adult and peer support. Individuals who interact successfully exhibit the following qualities:

- Persistence
- Getting Along
- Confidence
- Organisation
- Emotional Resilience

Bribie Island State School has participated in the SWPBS (now PBL) program for several years. The program promotes effective and consistent school wide strategies in responding to behaviour and in promoting the behaviour the school and wider community wishes to see. The program is supported by a committee who meet regularly throughout the school year.

The School Discipline Audit of 2014 provided a detailed analysis of the school’s progress with behaviour management. Recommendations from this positive report have been used to inform this updated plan.

Further supporting the success of the school’s management of behaviours was achieving 100% in the 2015 SET survey – earning BISS the SWPBS Green Award.
Teaching Behaviour Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At BISS we emphasise the importance of explicitly 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.

A positive whole school culture is fostered through an engaging curriculum with a focus on quality teaching and learning. The Pedagogical Framework at Bribie Island State School promotes an effective learning and teaching environment that allows positive aspirations, relationships, feedback and values to develop. We believe that this positively impacts on self-managed and self-regulated behaviour in our school.

Included in our Integrated Framework are contexts that are started at the beginning of each year and continue to be taught and refreshed throughout the school year. During the analysis of data, fortnightly foci are developed and taught in each class through multi-media presentations. Signage around the school and newsletter items reflect our fortnightly behaviour focus. These strategies allow consistency across the whole school.

Professional Development

Teachers at the school are trained in Essential Skills to promote good behaviour. Essential Skills are a teacher language that encourages and reminds students to behave and respond appropriately. Essential Skills redirect low level inappropriate behaviour, de-escalate behaviour and focus on student learning and engagement. Essential Skills reinforce and encourage good behaviour.

Several staff are trained in Classroom Profiling. This process involves observing the use of Essential Skills in classrooms and also through discussions and reflection aim to assist staff in becoming more aware of and effectively utilising these skills.

Bribie Island State School provides ongoing professional development for all teachers in the area of behaviour management. This is to ensure consistent strategies are employed across the school and to enable teachers and students to enjoy positive interactions with one another. Professional Development is an ongoing process that is delivered through Pupil Free Days, through the Teacher Developing Performance Framework and through individual requests. Whole school training in PBL and Essential Skills ensures consistency regarding behaviour management.

New staff to our school undergo an induction program that provides professional training in key areas. Orientating staff around both key school directional documents and also mandatory training is facilitated by the Principal. Initial induction is then supported by scheduled sessions where Program Managers discuss the most important elements of their area and support new staff through showing/sharing with them where to find key documents, resources, etc.

For staff joining us throughout the year, orientation sessions are run by our Principal, with new staff member/s then finding a suitable time to meet with Program Manager/s. All induction is signed off by presenters. This training helps ensure that all staff are familiar with school policies. It increases the number of positive interactions between staff and students and ensures policies are consistently accessed, adopted and delivered across the school.

To ensure consistency, staff have constructed a BISS Expectation Matrix, Minor and Major Behaviour template and a Consequences Reference Guide.
## Behaviour Matrix

### Be Safe
- Enter only in the presence of a staff member.
- Leave with permission.
- Use equipment safely.
- Use furniture properly.
- Follow classroom rules.
- Keep my hands and feet to myself.
- Report bullying to a staff member.
- Always stay inside school boundaries.
- Walk at all times.
- My bag must remain in the port racks at all times.
- Act in a sensible and orderly manner when the bell rings.
- Leave personal technology devices at the office in the morning.
- Follow classroom activities.
- Participate in learning times.
- I am prepared to learn.
- Listen to others.
- Cooperate with others.
- I follow teacher directions.
- I follow teacher permission.
- I leave only with a teacher member.
- I use furniture safely.
- I keep my hands and feet to myself.
- I do not bring games from home.
- I respect my uniform.
- I stay outside the tuckshop at all times.
- I only buy food during lunch time.
- I follow teacher directions.
- I follow staff directions.
- I leave with a staff member.
- I report bullying to a staff member.
- I use internet at all times.
- I do not take photos or record messages of any students or teachers.
- I am punctual.
- I walk quietly so others can continue learning.
- I stay at the hall quietly.
- I go to the toilet and have a drink when the bell rings.
- I am Sun Safe (No Hat, No Outside Play).
- I use drinking fountains appropriately.
- I use playground equipment correctly.
- I remain within school grounds at all times.
- I use toilets appropriately.
- I wash my hands with soap and water.
- I put my rubbish in the bin.
- I walk quickly and quietly to the toilets.
- I always walk carefully to avoid collision and use the left-hand side on stairs.
- I always have a pass or I am with my teacher.
- I always have a pass or I am with my teacher.
- I use a quiet voice.
- I invite others who want to join in.
- I report bullying to a staff member.
- I will be an active listener.
- I am an active participant.
- I am responsible.
- I follow tuck-shop rules.
- I report any problem to a teacher.
- I follow teacher directions.
- I follow the rules.
- I will remember ways of keeping safe such as being with a friend or parent.

### Be Respectful
- Leave only with permission.
- Follow teacher directions.
- Cooperate with others.
- Wear correct school uniform.
- Listen to others.
- Use appropriate language.
- Respect property.
- Keep hurtful and bullying actions out of our school.
- Clean up after myself.
- Follow staff directions.
- Do not take photos or record messages of any students or teachers.
- I line up quietly in line.
- I speak politely to the tuck-shop staff and each other.
- I allow for privacy of others.
- I use a quiet voice.
- I use toilets appropriately.
- I clean up after myself.
- I walk quietly so others can continue learning.
- I share equipment.
- I use polite language.
- I follow teacher directions.
- I invite others who want to join in.
- I follow instructions.
- I will follow instructions.
- I will show respect to all members of our community.
- I use a quiet voice.

### Be an Active Learner
- Do my best at all times.
- I am prepared to participate in learning activities.
- I am organised.
- I follow classroom rules.
- I am an active listener.
- I am an active participant.
- I am responsible.
- I follow tuck-shop rules.
- I return to class as soon as possible.
- I ask permission to collect toilet pass.
- I report any problem to a teacher.
- I am Water Wise.
- I go to the toilet and have a drink when the bell rings.
- I am punctual.
- I sit/stand quietly in line up area.
- I follow teacher directions.
- I try new games and activities.
- I follow the rules.
- I will be an active learner.

---

**Bribie Island State School - Responsible Behaviour Plan 2017**
<table>
<thead>
<tr>
<th>Minor and Major Behaviours</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Harassment</td>
<td>Harassment (one off or occasional)</td>
<td>Bullying (ongoing) – targeting an individual across time</td>
</tr>
<tr>
<td>Defiant/Threat to adults</td>
<td>Refusing to work after reminders</td>
<td>Verbally or physically threatening an adult</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Behaviours that affect self</td>
<td>Behaviours that affect others Continuous/repetitive</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Consistent incorrect elements of uniform without adequate explanation</td>
<td>Inappropriate or offensive language or images, overly exposed, deliberately wears incorrect uniform</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Playing inappropriate games, accessing inappropriate programs, misusing equipment</td>
<td>Cyber bullying, sharing inappropriate material, misuse of social media</td>
</tr>
<tr>
<td>Late</td>
<td>Late to lessons (several warnings)</td>
<td>Consistently and regularly late</td>
</tr>
<tr>
<td>Lying/Cheat</td>
<td>Not harmful or malicious</td>
<td>Implicating others – harmful and malicious</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Unintentional, throwing objects (not at others)</td>
<td>Purposeful, to harm others, unsafe</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Non-disruptive to others</td>
<td>Refusal to comply, affecting learning of others, unsafe to others or self</td>
</tr>
<tr>
<td>Other conduct harmful to the good order &amp; management of school</td>
<td>Non-disruptive to others</td>
<td>Disruptive to self, others, school</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Non harmful, disruptive</td>
<td>Harmful to others and self, unsafe, unhygienic (spitting, punching, kicking)</td>
</tr>
<tr>
<td>Possess prohibited items</td>
<td>Toys, chewing gum, lollies, electronic equipment such as phone, iPod etc</td>
<td>Weapons, fire lighting equipment, repetitive of minor offences</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Intentional misuse of equipment resulting in minor damage or harm to self/others</td>
<td>Vandalism, intentional damage to school facilities, stealing</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Several reminders – not interrupting others</td>
<td>Regularly refusing to participate, leaving without permission</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>In possession of illicit substance, smoking/sniffing/inhaling illegal substances</td>
<td></td>
</tr>
<tr>
<td>Substance misconduct involving tobacco, other legal substances</td>
<td>In possession of legal substance, taking legal substance</td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td>Ongoing minor behaviours not being corrected</td>
<td></td>
</tr>
<tr>
<td>Threat to others</td>
<td>Self-defence, provoked</td>
<td>Intentional verbal or physical threat to others</td>
</tr>
<tr>
<td>Truant/Skip class</td>
<td>One off within the school grounds</td>
<td>Truancy, skipping – constant and repetitive</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>No previous incidents, under breath/to themselves, verbal put downs</td>
<td>Deliberate swearing at others, inappropriate language to adults/students, constant verbal bullying</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Possible Consequence</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Talking/calling out</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>Failure to follow directions</td>
<td>• Warning • Tactical ignoring</td>
<td></td>
</tr>
<tr>
<td>Failure to follow class rules</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>Disrupting others learning</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>Showing disrespect for personal and/or school property</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>Failure to abide by school dress code</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>No hat in a hot area</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>No shoes</td>
<td>• Restricted to classroom or office • Parents contacted</td>
<td></td>
</tr>
<tr>
<td>Eating out of designated areas</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td>Playing in out of bounds areas</td>
<td>• Warning • Seating plan – moved away</td>
<td></td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEP 1/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued disruptive behaviour</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Continued disrespectful for personal and/or school property</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Inappropriate language (intentional, however not directed at students or staff)</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Verbal harassment and put downs/bullying</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Repeated failure to abide by school dress code</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Physical aggression/bullying</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Bullying or harassment through use of internet or ICT or personal technology devices</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Repeated failure to follow playground rules</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td>Inappropriate touching</td>
<td>• Time Out in classroom • Community Service • Saturday detention • Referral to Admin • Detention (Admin) • After School Community Service</td>
<td></td>
</tr>
<tr>
<td><strong>Moderate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEP 3/4/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued verbal harassment</td>
<td>• Referral to Admin • Supervised Play • Saturday detention • Contact parents • After School Community Service • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Bullying or harassment directed at students, staff or school community</td>
<td>• Referral to Admin • Supervised Play • Saturday detention • Contact parents • After School Community Service • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Persistent and wilful defiance of staff directions - refusal to go to time-out/community service/Community Service/supervised play</td>
<td>• Referral to Admin • Supervised Play • Saturday detention • Contact parents • After School Community Service • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Persistent physical harassment/bullying</td>
<td>• Supervised Play • Saturday detention • Seating plan – moved away • Community Service • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Physical assault</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Encouraging bullying/harassment or fighting</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Sexual harassment or assault</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Bullying/harassment through use of internet or ICT or personal technology devices</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Incidents involving smoking</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Incidents involving drugs and alcohol</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Wilful damage to school property</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Incidents involving bringing knives (Refer App.6) and other potentially dangerous items to school</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
<tr>
<td>Deliberately leaving school grounds without permission</td>
<td>• Suspension • Suspension with recommendation to exclude • Exclusion • Detention (Admin)</td>
<td></td>
</tr>
</tbody>
</table>

Possible Consequences are not hierarchical and are implemented based on the information and circumstances of the incident(s), student background, special needs etc.
Bribie Island State School

At Bribie Island State School, communication of our key messages regarding behaviour is scaffolded through reinforcement and rewards. This provides feedback for students engaging in expected school behaviour. Reward systems are designed to increase the quantity and quality of positive interactions between students, staff and community. All staff are trained to give consistent and appropriate acknowledgement to students engaging in appropriate behaviour.

Bribie Island State School students receive recognition for great behaviour.

BUZZ Awards

Buzz Awards focus on our school rules, the 3Bs:

- Be Safe
- Be Respectful
- Be an Active Learner

Students ‘spotted’ following the school rules in the playground and classrooms are given a BUZZ award. Students place their name, date and class on the right hand side and place it in their House box located in the Music Room. Each month on assembly, 1 card from each house is drawn and a prize is awarded.

Spirit of Bribie

Spirit of Bribie is an award given to students who show exceptional behaviour throughout the semester. Students must be enrolled for at least 8 weeks to be eligible for Spirit of Bribie. Students are eligible for a GOLD, SILVER or BRONZE Spirit of Bribie award. All students commence the semester with GOLD; one incident SILVER; two incidents BRONZE and more than 2 incidents results in loss of Spirit of Bribie. If a student is suspended from school or the bus, they are no longer eligible. This award is monitored through classroom behaviour boards and PBL.

All students begin the semester eligible for GOLD Spirit of Bribie

GOLD
No Behaviour Incidents

SILVER - One Incident
1 Community Service or 1 Bus Warning

BRONZE - Two Incidents
2 Community Service or 2 Bus Warnings or 1 Community Service and 1 Bus Warning

Ineligible for Spirit of Bribie
Suspension from school or bus or more than 2 incidents or an After School Community Service or Saturday detention
**Attendance Awards**

Every fortnight, the **class** with the **BEST attendance** receives a certificate and a trophy on parade!

Every fortnight, the **class** with the **MOST IMPROVED attendance** receives a trophy and certificate on parade!

At the end of each five week cycle the class with the best attendance will enjoy a pizza party!

**Students who attend school 95%** of the time, will have their name placed in a draw at the end of the term for the chance to win a great prize!

At various times, short term foci may be implemented and rewards provided.

**Bus Awards**

Bus students have the opportunity to win a prize by demonstrating excellent behaviour while travelling to and from school.

Each term, the local bus company, Bribie Coaches, through their drivers, nominate one student per bus for a “Best on Bus” award.

**Tidy Turtle Award**

Each class has an area of the school that they are responsible for keeping clean and tidy. Each fortnight, an area is deemed the tidiest and the class/classes responsible receives certificates and the reward of looking after Tidy Turtle, our environmental mascot.

**Behaviour Management – In the Playground and Classroom**

At Bribie Island State School, students are provided with numerous avenues to support and improve their behaviour throughout the school.

During playtime, students have a variety of activities to choose from. Students may read quietly in the library, access computers in both labs, participate in art/drama/dance activities in the Thornley Centre, play games in the Hive, sit quietly and chat with friends in the undercover areas or play out in the playground on climbing equipment, ovals or participate in various ball games.

Senior students (Peer Mentors and Leaders) create and operate playground activities for lower school. This encourages relationships between our students and allows our seniors to model and encourage positive behaviours while participating in group activities.
Classroom Behaviour Boards

Behaviour boards enable teachers, students, parents and staff to be aware of the behaviour steps, consequences, rewards etc of each classroom they visit. It also ensures that the school is being consistent. Every teaching area includes a Behaviour Board.

Classroom/Playground Behaviour Management Process

Staff respond to classroom behaviour by following the school steps:

Step 1: Responses to low level behaviour should initially be through the employment of Essential Skills.

Step 2: If the behaviour is repeated, rule reminders may be given or the student may be given a choice involving good behaviour.

Step 3: Should the student continue with inappropriate behaviour, he/she is sent to “Time Out” in the classroom/playground.

Step 4: If the student does not cooperate in the classroom/playground on completing time out or the student is exhibiting high level behaviours, he/she is required to attend community service. Parents/carers will be sent a letter informing of incident and Community Service.

Step 5: If behaviours continue in the classroom/playground or the student refuses to attend community service, parents will be contacted by the classroom teacher/duty teacher (phone call). The student may also be referred to Admin for an appropriate consequence.

If a child’s behaviour escalates quickly to a major level, then he/she will immediately be referred to the Deputy Principal/Principal.

Whenever the student returns from Community Service or any form of time out, he/she is encouraged to understand the reason why the consequence was imposed, and what is considered to be acceptable behaviour. It is required that the student and teacher conference with each other on re-entry into the classroom to discuss appropriate choices should a similar situation re-occur. Targeted, explicit teaching to develop positive associated social behaviours may be engaged by teachers to ensure students learn from the incident and to help make strong choices in the future.

Chaplaincy Programs

The Chaplain plays a very strong role in supporting students. The following programs have been developed in partnership with the teachers, administration, community members and the Chaplain to promote engagement, improved behaviour and improved relationships for the targeted students in the school.

- Woodworking Programs - aligned with curriculum, supported by a curriculum plan
- Gardening program – the Chaplain and individual students tend a vegetable and herb garden – often used to respond to escalating behaviour in order to calm the student
- Seasons for Growth – a program for students who have experienced Grief or Loss
- Rock and Water – a self-esteem building program

The Chaplain also spends time individually with students who need support when requested or when necessary.
Proactive and Reactive Strategies – In the Playground and Classroom

Yellow Cards
Yellow cards are used to monitor a student’s behaviour in the classroom and can be requested by Admin, classroom teacher, parent or student. With support, students develop goals to work towards. The supervising teacher records comments on the student’s progress. The student is expected to show their class teacher and DP/P before the end of each session and prior to home time (10:50, 1:20 and 2:50). A copy is sent home at the end of each week. A copy is retained on file and recorded as “support” on OneSchool.

Orange Cards
Orange cards are used to monitor a student’s behaviour in the playground. Students, with the support from Admin, develop goals to work towards. Students are required to attend either the Arts/Tech, Hive, library, computer lab, tennis, gardening, voluntary community service, choir, sports training or club activities. The supervising teacher records comments about behaviour and attendance. Students report to the DP/P at the end of each break. A copy is sent home at the end of the week for parents and a copy is retained in the student’s file and recorded as Support on OneSchool.

Community Service
Community service is the fourth step in the classroom management plan. This is a supervised program that enables the student to ‘give back’ to the school community through improving the school grounds.
- Class teachers notify community service staff by placing a slip in the community service box.
- Community service will run both break times.
- Staff are to record the incident that led to community service on One School and notify parents via email, letter or phone call.
- Community service contributes to a step down in the Spirit of Bribie eligibility.
- If a child refuses to attend community service, this signifies persistent and wilful disobedience and Admin are notified through the community service slip.
- Admin will contact parents if the student is to be sent home, is exhibiting major behaviours or has been issued after school community service or detention.

After School Community Service/Detention
After school community service/detention is for students who:
- Continually receive Community Service
- Refuse to attend Community Service
- Demonstrate midline behaviours/incidents

Saturday Detention
Detention runs from 9am – 10am and is supervised by Admin. Students are to wear full school uniform. If a student does not attend (and parent has not provided reason for absence), 1 day suspension will incur.

Suspension
This may be a consequence for serious behaviours determined by the Deputy Principal/ Principal. Suspension is dependent on the incident, its severity and the effect on other students or staff. Parents will be notified. The parent and suspended student must meet with an administrator to discuss the re-entry plan and/or a BSP (Behaviour Support Plan) before returning to school. Suspension may be
- suspended from school 1–5 days
- suspended from school 6–20 days
- Suspended for 20 days
- suspended for 20 days with the recommendation for exclusion
**Exclusion**

Exclusion may be sought for serious incidents involving suspension. Exclusion is also sought for incidents involving intimidation or aggression with a weapon and repeated high level rule breaking where a range of strategies have not been successful.

**Steps – Consequences for Inappropriate Behaviour**

At Bribie Island State School, students showing inappropriate behaviours will follow these steps and consequences:

- **In the Classroom**
  - Warning
  - 2nd Warning
  - Time Out (in classroom)
  - Community Service
    - Parents informed via letter or phone call from teacher.
    - 3 x Community Service may result in mandatory After School Community Service
  - Referral to Admin
    - (Consequence may include community service, after-school community service, Saturday detention, time-out, supervised play, suspension/exclusion from excursions, sporting events and extra-curricular activities).
    - Parent informed by Admin or teacher.
    - (Please note that a student may be sent directly to the office if displaying major behaviours).

- **In the Playground**
  - Warning
  - Time Out from playground
  - Community Service
    - Parents informed via letter or phone call from duty teacher.
    - 3 x Community Service may result in mandatory After School Community Service
  - Referral to Admin
    - (Consequence may include community service, time-out, after school community service, supervised play, suspension/exclusion, Saturday detention or exclusion from excursions, sporting events and extra-curricular activities).
    - Parent informed by Admin or teacher.
    - (Please note that a student may be sent directly to the office if displaying major behaviours).
**Intensive Behaviour Support**

Bribie Island State School is committed to educating students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Team team consists of teachers, support staff and the Deputy Principal. The objective of this team is to provide:

- Appropriate behaviour support strategies
- Monitor the individual progress of students through the analysis of data
- Develop, implement and monitor Behaviour Support Plans and/or DIPs
- Work with the PBL team to achieve continuity and consistency

The Student Support team has a digital referral system in place. Admin and teachers recommend a student for referral through the Student Support Referral process. This process involves assessing the students’ needs and support requirements. The Student Support team consists of BMM, STLan, HOSES, GO and Deputy Principal.

**Physical Intervention and Restraint**

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 himself/herself or to others

Appropriate physical intervention may be used to ensure that Bribie Island State 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 the student 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 non-violent physical restraint.

It is important that all staff understand that physical intervention:

- cannot be used as a form of punishment
- must not be used when a less severe response can effectively resolve the situation
- is due to an underlying function of 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

Several staff have been skilled in Restraint Training (Non-Violent Crisis Intervention) to ensure, when necessary, students are restrained in a safe and controlled manner.
**Behaviour Support Plan (BSP)**

Students identified as ‘Yellow Zone’ will be provided a Behaviour Support Plan. The plan will be collaboratively developed by the class teacher with support from the BMM/HOSES. The plan will be shared with all staff to ensure a consistent approach is delivered by all personnel. A BSP is not to be developed unless the student has been exposed to all Tier 1 interventions. BSPs are reviewed at the end of each term by the class teacher and the SSS team.

**Discipline Improvement Plan (DIP)**

A DIP is an intensive plan that details all necessary support for a ‘Red Zone’ student to achieve success at learning and forming positive relationships in the school. The plan may include proactive and reactive responses to student behaviour. It may also include interagency support and support from medical or psychological practitioners. The plan is developed collaboratively with parents, teachers, support personnel and outside agencies. Discipline Improvement Plans are developed in response to data and consultation. In order for a DIP to be developed a functional behaviour analysis must first be carried out.

### 1. Student Identification and Data Gathering

Class Teacher or Admin identifies student at risk (red-zone student – post BSP) and class teacher completes a Student Referral Form. Student Referral Form is to have One School data and teacher observations attached. No academic data is required.

### 2. Student Support Services Meeting

Class teacher to present referral to SSS. FBA scheduled.

### 3. Development of Discipline Improvement Plan

The class teacher, BMM and/or DP develop a DIP outlining specific, measurable goals.

### 4. DIP Finalisation and Parent Signing

The BMM and/or DP reviews DIP. BMM organises a meeting between Class Teacher and Parents/Guardians to explain plan and sign. Paperwork returned to BMM to upload to OneSchool.

### 5. Intervention Implementation and Review

The DIP is implemented and timelines are put in place to:

- Monitor outcomes
- Collect data on outcomes
- Modify where necessary

### 6. Monitoring and Reviewing

BMM/DP and the teacher will monitor the student regularly and carefully, to ensure that modifications of the plan are made where necessary.

### 7. Involvement of more intensive support

If student is still exhibiting severe and challenging behaviours, Bribie Island SS may engage the support of the Guidance Officer and external agencies such as EYC, MYCP etc.
Bribie Island State School does not tolerate any form of bullying and strives to create positive and predictable environments for all students at all times of the day. Research indicates that both those being bullied and those who bully are at risk of developing behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

The anti-bullying process at Bribie Island State 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’.

These strategies include:
- Training staff to become familiar in restorative conversations with students
- Lesson plans through the 3Bs and *Play is the Way*, to address the definition of bullying, how to report it, how to protect one’s self from bullying and developing positive bystander behaviour are imbedded in our curriculum
- Dissemination of information on cyberbullying to parents/carers/school community via school newsletters and brochures (KidsSafe)

**What is bullying?**

“Bullying is a systematic and repeated abuse of power”. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation.

Bullying can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

1. **Physical bullying**
   This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**
   Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. **Covert bullying**
   Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**
   For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**
   Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically. The main forms of cyber bullying are identified as:
   - **Flaming**: online fights using electronic messages with angry or vulgar messages
   - **Harassment**: repeatedly sending nasty, mean or insulting messages
   - **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
   - **Outing**: sharing someone’s secrets or embarrassing information or images online
- **Exclusion**: Intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear

Within the *Safe to Learn* (DCSF, 2007) resource it is identified that students can be bullied for a variety of reasons. Specific types of bullying may relate to:

- race, religion or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
- learning needs or disabilities
- gender or sexual bullying
- Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

**What behaviours are not bullying?**

While it is important to understand and define what bullying is, it is also important to be clear to the school community, what behaviours are NOT bullying. Dr Rigby (2010) identifies that for some people the term ‘bullying’ is a highly emotive term and its use may lead to an over-reaction.

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

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

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Bribie Island State School, we **support targets and perpetrators** by:

- Investigating the situation
- Understanding and identifying the problem
- Utilising programs to support both the target and bully
- Deciding appropriate consequences for the bully

At Bribie Island State School, the consequences for bullying might include the following:

- Community Service
- Loss of playtimes
- Supervised Play
- Counselling
- Lunch and Play specialised timetable
- Suspension
Students who Bully

The research shows that students who bully are not necessarily the physically dominant student with self-esteem issues. McNamara (1997) identifies students who bully as often:

- popular and having good leadership skills
- not malicious in their intent and thoughtless in their actions
- have high energy
- have good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability and an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression and a delight in getting their own way
- the appearance of being popular but often disliked

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances. The Safe to Learn (DCFS, 2007) publication identifies the different roles as:

- **Ring Leader:** students who through their social power can direct bullying activity
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing
- **Outsiders/Negative Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully
- **Defenders/Positive Bystanders:** students who try to intervene to stop the bullying or comfort students who experience bullying

Reporting and Monitoring Bullying

Bribie Island State School works to make a safe supportive and predictable environment for students. We believe that bullying behaviour is unacceptable behaviour and have a range of response and prevention strategies to keep students safe. Students and parents/carers may report bullying in the following ways:

- Contacting any staff at Bribie Island State School
- Talking to a friend and approaching staff together
- Writing a letter and giving it to a staff member

Prevention of bullying is addressed in a number of ways throughout the school. Maintaining an orderly and disciplined classroom and playground atmosphere keeps disruptive behaviour at a low level across the school.

- We ensure that all students know the 3 Bee rules and constantly promote the appropriate behaviour that the Bees encourage in order to prevent behaviours linked to bullying
- Our Emotional/Social skills program, *Play is the Way* is a holistic approach to personal and social capabilities of children
- Students are actively encouraged to report bullying to their teachers. Teachers use class meetings and discussions as a forum by which students can discuss problems and address bullying issues
To implement a school wide anti-bullying program Bribie Island State School is presently utilising data collected from the school community to increase our capacity to prevent and respond to bullying. This aims to increase our effectiveness in responding to and preventing bullying.

Responding specifically to Cyberbullying

1. The principal should firstly determine whether the incident impacts on the good order and management of the school. This impact will need to be assessed at an individual school level.

If this is determined the incident will be investigated and managed by the school then the following steps are recommended:

2. Assess the incident to determine the level of threat to the student or staff member. The physical safety and emotional well-being of the people involved is the primary concern throughout the incident management process.

3. Initiate an incident response immediately. Start an incident management log (running record) which records times and dates of events, observations, and tasks completed, persons involved and written conversational notes. This information will need to be retained if the school is seeking to take disciplinary action against a student or a referral to police is made.

4. Gather and preserve any evidence of inappropriate behaviour or a potential crime, where legally permissible. This includes confiscating electronic devices such as mobile phones, portable devices or laptop computers if permissible under DETE policies (see How to Preserve Evidence on page 8).

5. If evidence of inappropriate behaviour or online activities that may be a potential crime (see Appendix 2 - Offences Involving Child Exploitation Material) is found, report the incident to police and provide them with any evidence you have gathered. Any further evidence gathering by departmental staff should cease unless police advise otherwise, however, principals may continue to investigate the matter for disciplinary purposes, subject to all laws and departmental policies.

6. If the Principal determines the online activity is not of a criminal nature, steps should be taken to have upsetting or inappropriate content removed as soon as possible. (Please refer to the ‘Removal of content’ section of this document on page 10).

7. Report it to the Department (see Reporting on page 11).

8. If it is determined that the behaviour of one or more students constitutes cyberbullying or other unacceptable behaviour, then appropriate follow up action should be taken in accordance with the school's Responsible Behaviour Plan for Students (RBPS) and Behaviour Management Program.

9. A Principal should be mindful if the allegations or the incident involves suspected harm to a child/student by an employee. Policy requires the principal to report the incident to the Director, Ethical Standards. For further information refer to policies SMS-PR-012: Student Protection and SMS-PR-042: Allegations against employees in the area of student protection.


**Technological Devices**

Bribie Island State School places importance on students using technological devices with care and consideration for others. Bribie Island State School policy regarding personal Technology Devices is regularly reviewed through the school newsletter.

- Mobile phones and other devices such as iPods, Mp3 players etc are to be deposited at the office at the beginning of each day and collected as students go home. Students who fail to deposit the devices at the office will have them confiscated by school staff who will deposit them in the office where they may pick them up when they go home.
- We do not encourage students bringing personal technology devices to school as they can potentially be stolen or damaged.

**Recorded Images**

Our school enrolment agreement asks for parents to give permission for students to be recorded or photographed only for school purposes. No other person has permission to record or photograph students on the school premises. We believe that students and parents have the right to privacy.

- Students must not record images unless they have permission from the class teacher. Students must not record images in areas that would be considered inappropriate e.g. toilets or changing rooms.
- Students who use a personal technology device to record private conversations, physical or embarrassing matters are considered to be in breach of this policy and the school Code of Conduct and may be subject to disciplinary actions.
- Even if consent is given, students must not record images or sound on the school premises or disseminate it to others. If this is done to bully or harass other students, including racial and sexual harassment the school may take disciplinary action.

**Text Messages and Communication**

- Text messages, or messages generated through digital technology that have the effect of causing embarrassment amount to bullying. As do threats or obscene language and the sender will be subject to disciplinary action. Students who receive threatening text messages should keep the message and notify the administrative staff of the school.
- Incidents involving inappropriate use of technology through the distribution of offensive messages or images are regarded as serious behaviour infringements which may involve parental contact, community service, after school community service or suspension.

**Special Circumstances**

If a student needs the use of a personal technology device to assist with a medical condition or disability, parents should discuss and negotiate a special arrangement with the Deputy Principal or Principal.
Knives

At Bribie Island State 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 [suspension, exclusion]
- You may be charged with a criminal offence and face serious consequences.
- 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 students help to keep Bribie Island State School 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.

How can parents help to keep Bribie Island State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.