



Burnett State College

Responsible Behaviour Plan

for Students March 2018

based on *The Code of School Behaviour*

1. Purpose

Burnett 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.

2. Consultation and data review

Burnett State College has developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during the development of this plan. A review of school data sets from 2016 helped to inform the development process.

Burnett State College students are expected to meet high standards of behaviour and we have a **zero tolerance** to bullying. Positive partnerships between all stakeholders of the school and community continue to be nurtured to ensure a collaborative approach to cultivating positive behaviours

The Plan was endorsed by the Principal and the President of the P&C. This Responsible Behaviour Plan reflects approaches currently operating within the school, with the inclusion of elements of School Wide Positive Behaviour and the Open Roads Program. Systems and related school policies may reflect changing trends and needs of the Burnett State College community, as well as Education Queensland directives.

3. Learning and behaviour statement

All areas of Burnett State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is based on Glasser's Choice Theory where behaviour choices are the responsibility of the individual.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Burnett 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 school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe.
- Be responsible.
- Be respectful.
- Be an active learner.



As a school community we are committed to:

- providing a 'student-oriented' school community through an awareness of student needs.
- operating in a co-operative manner based on mutual respect.
- high quality teaching and learning
- encouraging each student to strive to achieve his/her potential.
- providing a responsive and inclusive curriculum that caters for individual needs.
- providing a safe and supportive environment for all.
- fostering parental and community participation.
- acknowledging the value and contribution of all members of the school community.
- an awareness of and a provision for the need for public accountability.
- fostering an awareness and empathy for our multi-cultural community.

The Essentials

Each staff member has a responsibility to ensure that they play their part in the effective implementation and operation of the scheme by:

- Carefully reading the document.
- Working as part of a team, rather than in isolation.
- Being responsible for their own behaviour and ensuring that they are an appropriate role model at all times.
- Being aware of and maintaining communication through the upkeep of all documentation required and anecdotal records.

Teachers

Teachers are defined as all staff, whether they be classroom teacher, Head of Department or Administration.

In Class:

1. To establish expectations, class rules, procedures and consequences in consultation with the students, to achieve a safe and supportive learning environment.
2. To foster a positive, caring climate of working together with the students in the classroom.
3. To see students as individuals and cater for their needs.
4. To ensure rules, procedures and consequences are adhered to with fairness.
5. To act as a role model for the students, e.g punctuality, courtesy, dress.
6. To ensure students are actively and meaningfully occupied during class time.
7. To endeavour to be aware of personal problems of students and ensure help is available where necessary.
8. To ensure expectations are made clear.
9. To document and follow the steps in the Responsible Behaviour Plan.
10. To confer with Support Staff as required.
11. To refer major incidents to Administration promptly.
12. To ensure students always leave class with a signed diary.
13. To actively support all members of the school community.
14. To reinforce all issues relating to bullying.
15. To act on all bullying incidents as outlined in the Anti-bullying program.

Out of class

1. To ensure rules for the playground are adhered to.
2. To deal with minor infringements of rules with appropriate consequences, e.g littering - students are asked in a reasonable tone, "pick it up, please".
3. To refer major incidents to the Administration team promptly.
4. To act on all bullying incidents as outlined in the Anti-bullying program.

The main philosophical points underlying our plan are based on Glasser's Choice Theory :

- * Students and teachers have the right to work to potential, free from disruption, abuse or threat.
- * Positive human relationships between teachers and student and a positive classroom environment are essential for good order and discipline, and for effective teaching.
- * Clear expectations of standards of behaviour are highlighted by school and classroom rules, and the consequence of breaking any rule is understood.
- * Confrontation is to be avoided (The Glasser approach provides management strategies that are non-confrontationist).
- * All members of the school community must accept responsibility for their own behaviour, and for correcting their misbehaviour.

- * Help is available from teachers and support staff to assist students to 'work it out' if they are unable to modify inappropriate behaviour themselves.

The philosophy of our school is consistent with the above.

4. 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 Burnett 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

Context	Be Safe	Be Responsible	Be Respectful	Be an Active Learner
All Settings	<u>Organisation</u> <ul style="list-style-type: none"> Gain permission to leave or be in any settings 	<u>Organisation</u> <ul style="list-style-type: none"> Be in the right place at the right time 	<u>Organisation</u> <ul style="list-style-type: none"> Older students guide and mentor younger ones 	<u>Organisation</u> <ul style="list-style-type: none"> Manage your time effectively
	<u>Confidence</u> <ul style="list-style-type: none"> Act sensibly 	<u>Confidence</u> <ul style="list-style-type: none"> Take responsibility for your own learning 	<u>Confidence</u> <ul style="list-style-type: none"> Dress with pride 	<u>Confidence</u> <ul style="list-style-type: none"> Be willing, enthusiastic and cooperative
	<u>Persistence</u> <ul style="list-style-type: none"> Hands off others and their belongings 	<u>Persistence</u> <ul style="list-style-type: none"> Maintain/care for school property and equipment 	<u>Persistence</u> <ul style="list-style-type: none"> Speak and act positively and politely 	<u>Persistence</u> <ul style="list-style-type: none"> Focused – learning is our core business
	<u>Resilience</u> <ul style="list-style-type: none"> Report unsafe situations 	<u>Resilience</u> <ul style="list-style-type: none"> Show self control 	<u>Resilience</u> <ul style="list-style-type: none"> Listen actively 	<u>Resilience</u> <ul style="list-style-type: none"> Give best effort
	<u>Getting Along</u> <ul style="list-style-type: none"> Follow instructions the first time 	<u>Getting Along</u> <ul style="list-style-type: none"> Ensure the safety of yourself & others 	<u>Getting Along</u> <ul style="list-style-type: none"> Accept individual differences 	<u>Getting Along</u> <ul style="list-style-type: none"> Come prepared
Classroom Settings	<u>Organisation</u> <ul style="list-style-type: none"> Wear correct protective equipment 	<u>Organisation</u> <ul style="list-style-type: none"> Bring all equipment to class Be on time 	<u>Organisation</u> <ul style="list-style-type: none"> Speak in turn 	<u>Organisation</u> <ul style="list-style-type: none"> Listen attentively to staff & others Take the time to think
	<u>Confidence</u> <ul style="list-style-type: none"> Follow specific safety instructions 	<u>Confidence</u> <ul style="list-style-type: none"> Set the right example Ask sensible questions 	<u>Confidence</u> <ul style="list-style-type: none"> Treat yourself & others with respect 	<u>Confidence</u> <ul style="list-style-type: none"> Participate willingly in class activities – class discussions
	<u>Persistence</u> <ul style="list-style-type: none"> Use equipment/resources for intended purposes 	<u>Persistence</u> <ul style="list-style-type: none"> Complete all set tasks 	<u>Persistence</u> <ul style="list-style-type: none"> Respect the right of others to learn 	<u>Persistence</u> <ul style="list-style-type: none"> Keep on task Complete set work with care and on time
	<u>Resilience</u> <ul style="list-style-type: none"> Be hydrated Be hygienic 	<u>Resilience</u> <ul style="list-style-type: none"> Come prepared and ready to learn 	<u>Resilience</u> <ul style="list-style-type: none"> Support and encourage classmates 	<u>Resilience</u> <ul style="list-style-type: none"> Ask questions if you don't know what to do
	<u>Getting Along</u> <ul style="list-style-type: none"> Follow classroom rules 	<u>Getting Along</u> <ul style="list-style-type: none"> Wait patiently outside classroom 	<u>Getting Along</u> <ul style="list-style-type: none"> Respond appropriately with courtesy and manners 	<u>Getting Along</u> <ul style="list-style-type: none"> Be tolerant and cooperate with others

Context	Be Safe	Be Responsible	Be Respectful	Be an Active Learner
Non-Classroom Area - moving to class	Organisation • Go left on stairs & passage ways	Organisation • Know your timetable	Organisation • Line up	Organisation • Have all necessary equipment/materials for class
	Confidence • Walk quietly, be calm	Confidence • Move with a positive purpose	Confidence • Use appropriate language	Confidence • Be focused
	Persistence • Use pathways	Persistence • Move on first bell – be prompt to class	Persistence • Be respectful to grounds (gardens) by walking on pathways	Persistence • Arrive on time
	Resilience • Report bullying behaviour	Resilience • Plan for improvement	Resilience • Respond rather than react	Resilience • Correct mistakes
	Getting Along • Ignore provocation	Getting Along • Avoid “distractions”	Getting Along • Be mindful of others	Getting Along • Move quietly, so others are not disrupted
Non-Classroom Area - grounds	Organisation • Stay away from potential health and safety hazards & ensure you report them	Organisation • Put litter/rubbish in the bin	Organisation • Pick up your rubbish	Organisation • Plan your leisure activities ahead of time
	Confidence • Keep to approved activities	Confidence • Report accidents & incidents	Confidence • Have pride in the appearance of the grounds	Confidence • Participate in group activities
	Persistence • Wear a hat outdoors – No hat No Play	Persistence • Use school/facilities responsibly	Persistence • Care for other people's equipment if you borrow it	Persistence • Follow teacher directions
	Resilience • Report bullying behaviour	Resilience • Own your own behaviour	Resilience • Respect yourself, others and the environment	Resilience • Learn new games and skills
	Getting Along • Careful play with sport equipment	Getting Along • Look out for each other –'buddies not bullies'	Getting Along • Play fair – show good 'sportsmanship'	Getting Along • Encourage others to participate
Miscellaneous	Organisation • Follow the bus driver's instructions	Organisation • Wait your turn at the Tuckshop	Organisation • Eat your own food	Organisation Set achievable goals
	Confidence • Speak up for safety	Confidence • Create your own beliefs	Confidence • Stand up for what you know is right	Confidence Take sensible learning risks
	Persistence • Avoid beating boredom with danger	Persistence • Apply Effort	Persistence • Stick with it until it's done.	Persistence Look for different ways to improve
	Resilience • Manage the pressure	Resilience • Examine your choices. Choose the best option.	Resilience • Use positive self-talk	Resilience Bounce back when you're knocked down
	Getting Along • Think first	Getting Along • Allow for personal space when lining up	Getting Along • Use your own credit at the Tuckshop	Getting Along • Accept difference Be your best

Burnett State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A regular section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership and Welfare Committee team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Burnett State College's Responsible Behaviour Plan for students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- Information on and consequences for carrying knives at school (Appendix 5).

Reinforcing expected school behaviour

At Burnett 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 (Positive Behaviour Notices) 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.

Burnett State College Positive Notice

Staff members hand out Positive Notice cards each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Notice card. When students are given a Positive Notice card they drop the card in the designated collection point at Open Roads.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Staff members will manage student behaviour with an emphasis on firstly acknowledging positive behaviours exhibited by students but also by dealing in a timely manner with behaviours that infringe on the teaching and learning process in a professional and systematic manner.

To do this staff will apply strategies based around the Essential Skills (Appendix 6) that:

- encourage positive and productive classrooms eg. regular and frequent distribution of PBNs and other forms of positive reinforcement eg. building rapport, verbal praise and non-verbals like smile or nod.

but will also:

- prevent, reduce, deflect and/or minimise disruption to learning eg. seating plans, consistency of application of the minor/ major behaviour correction structure.

Re-directing low-level and/or infrequent problem behaviour

If a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to use the 10 Essential Skills of Classroom Management, remind the student of expected school behaviour and then ask them to alter their behaviour so that it aligns with our school's expectations.

Our **preferred manner** of re-directing / dealing with low-level problem behaviour, especially in the junior school:

1. Give a descriptive encourager to the students doing the right thing.
2. As a first warning or notice of behaviour, students are asked to think of how they might be able to be more active in their learning, act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, 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. If the student does not disrupt the learning again, they will receive positive encouragement from staff for making "good choices" eg. PBN or verbal / non-verbal acknowledgement.
3. If, after the first notice / warning the student continues their off-task or disruptive behaviour, this is deemed persistent and is considered deliberate defiance. The student will be moved to a place in the classroom that will encourage them to focus more on their own learning and reduce the likelihood of their actions disrupting the teaching / learning process.
4. If the student again disrupts the learning process, they will be referred to a buddy room, with a completed Buddy Referral Form (BRF) (Appendix 8). A behaviour incident and a parent contact will be recorded on OneSchool. Parental contact must occur before close of business on the day of the incident. See page 12 for a flowchart model of the behaviour management process.
5. Re-entry to the classroom follows a Work-It-Out meeting with the staff member involved. The onus is on the student to meet with the teacher at the next available break. The teacher will then remind the student of the school's behaviour expectations.

Note: significant disruption to the learning process at any point in the process outlined above eg. refusal to co-operate or abuse of staff may, at teacher's discretion, will be considered a **major incident** and will be referred directly to OR-B without following the process outlined above. In this case, the teacher will complete a Major Behaviour Form (MBF), Appendix 7.

Targeted behaviour support: Open Roads Program

1. The Open Roads Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported. Students whose behaviour does not improve after participation in the Open Roads Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

The Open Roads room has two separate but interlinked sections – OR-A (academic support) and OR-B (behaviour support). As a proactive strategy, students may be identified by the classroom teacher or other staff and be referred to Open Roads A for additional support. This action should always be recorded by the classroom teacher on OneSchool in the Student Profile under the Support tab and referred to the relevant subject Head of Department. While in Open Roads A, students undertake normal scheduled class times and activities with appropriate adjustments as required. However, as a result of their location, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, students will receive academic support, adult mentoring or intensive social skills training.

2. Each year a small number of students at Burnett State College are identified through our data as needing more targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students exhibiting continuous low-level disruptive behaviour will be subject to the buddy room process. A student exhibiting a single major disruptive behaviour which affects the good order and management of the school will be referred to Open Roads B.
3. The Open Roads B process is as follows: Any student referred to Open Roads B will have demonstrated repeated disruptive behaviours. This student will have been subject to the classroom teacher reminding the student of the school values of respect and responsibility. The student's parent or carer will have been contacted and informed of their child's behaviour. The parent contact will have been recorded as a OneSchool contact. The student will have been subject to the buddy room process on 3 occasions in a 10 week consecutive period. The administration staff (Principal, Deputy Principal and Heads of Department) may decide to refer a student directly to Open Roads B, according to the circumstances of an individual's poor behaviour choices.
4. Any student referred to Open Roads B may be subject to more serious behaviour consequences including suspension.

Intensive behaviour support: Welfare Support Team

Burnett 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 need comprehensive systems of support. The *Welfare Support Team* (Principal, Deputy Principal, Heads of Department, Guidance Office, Chaplain, Youth Support Coordinator and School Nurse):

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- communicates with families and carers as required;
- works with the school staff to achieve continuity and consistency; and
- communicates regularly with all staff about student progress

The *Welfare Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Burnett State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to Open Roads B or administration if deemed appropriate by the staff member.

Minor behaviours are those that:

- are minor breaches of the school rules and are disruptive to the learning of others;
- 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 problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Minor Negative Behaviours

These behaviours may result in: Parent contact, alternate lunchtime activities, loss of privilege, loss of break times, warning regarding future consequence for repeated offence, community service, after school detention. In cases where the teacher deems the learning of others to be negatively affected, the teacher will make use of a Buddy Room procedure.

Buddy room procedure:

If a teacher has followed the general classroom procedures, the teacher may deem a Buddy Room Referral to be the appropriate behaviour management response.

- This is a learning opportunity for the referred student and for the de-escalation of the possible confrontational situation.
- Student is sent with a completed Buddy Referral Form (BRF)
- Work is supplied by the referring teacher for the student to complete
- It is the student's responsibility to meet the referring teacher at the next available break to conduct a "Work it out meeting"
- Referring teaching to record incident and parental contact on OneSchool, on the day of the referral.
- Disruption of the learning in the "buddy room" by a referred students constitutes a **Major Negative Behaviour Incident**. This will result in a referral to ORB with the "Major Behaviour Form (MBF)."

Repeated minor behaviours are regarded as major behaviour choices.

- After 3 minor incidents in one subject, or after 3 minor incidents recorded across a number of different subjects recorded within 10 weeks in OneSchool will be regarded as a having a significant negative impact on the learning environment. This will be considered a **major negative behaviour**.

Major Negative Behaviours are those that:

- seriously or repeatedly affects the learning environment and/ or puts others / self at risk of harm; and
- may result in referral to Open Roads B or requires the involvement of School Administration.

When a **major** incident occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the “Major Behaviour Form” (MBF) and refers the student to Open Roads B or escorts the student to Administration when deemed necessary.

Open Roads B procedure:

If a teacher has followed the general classroom procedures, the teacher refers the student to Open Roads B:

- This is a learning opportunity for the referred student and for the de-escalation of the possible confrontational situation.
- Student is sent to Open Roads B (ORB) with a completed Major Behaviour Form (MBF)
- At ORB, student completes an Incident Statement and a Reflection Sheet

Open Roads B supervisor will assess the behaviour incident and take the following appropriate actions:

- Provide learning materials for the students to complete, if required.
- Collect further witness Incident Statements
- Review all details and consult with Principal / Deputy Principal regarding further actions
- Contact the family to inform them of the details, on the day of the incident.
- Welfare Team notified as required.
- Record on OneSchool actions taken and parental contact.
- Open Roads Supervisor or Administration staff to facilitate “Work it out Meeting” with referred student and staff member involved.

Incidents on the grounds

Incidents may arise on the school grounds that require the intervention of the teacher. If it is a minor incident the teacher should try to resolve the incident, but where the student escalates the incident, the Administration is to be involved. Playground duty carries the same reporting obligations for staff as the classroom. This must include OneSchool recording with parental contact, by close of school day. Consequences will be applied for student involved, appropriate to the behaviour.

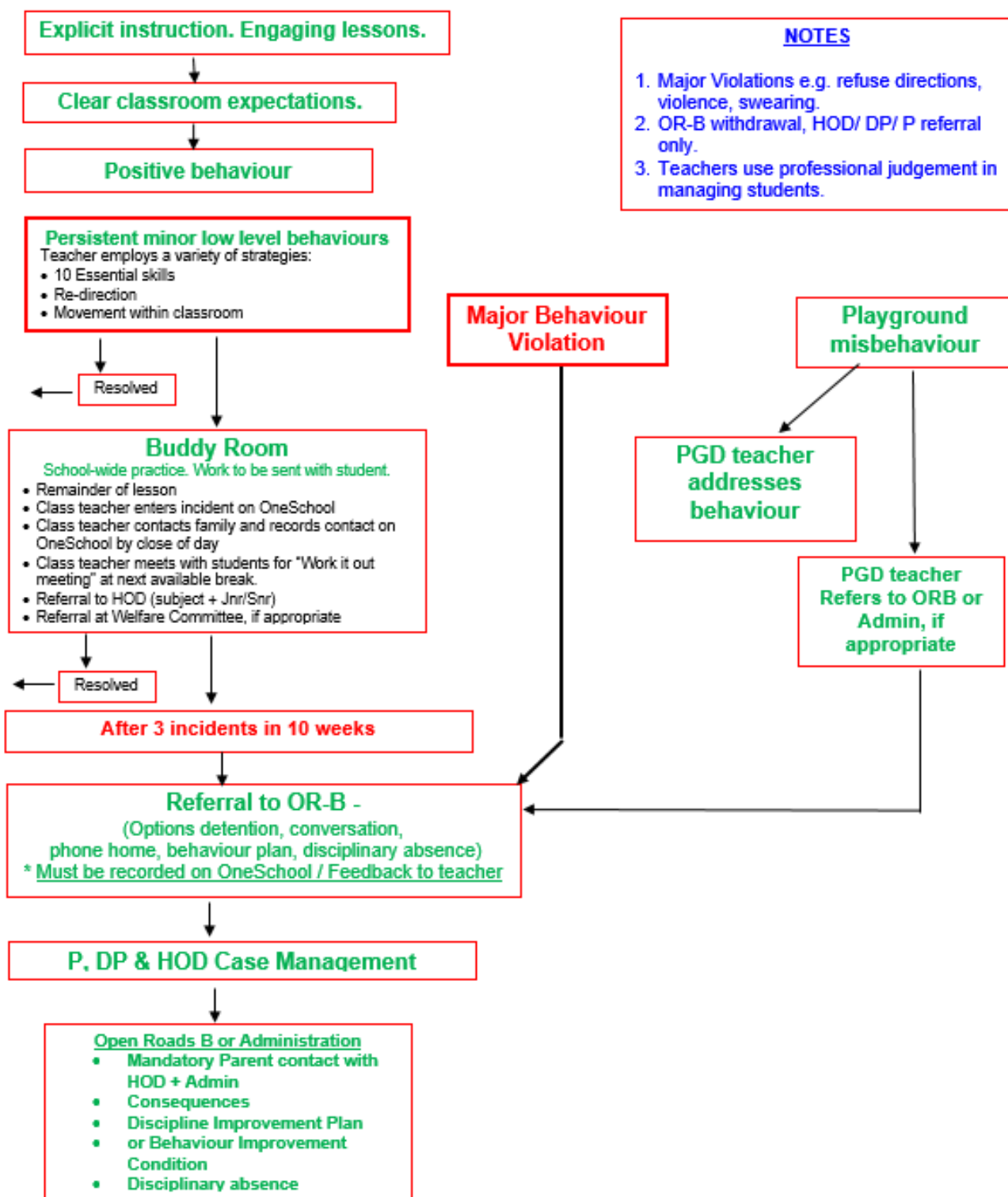
A teacher may be called upon by the Administration at a later date to discuss the incident. The teacher should receive advice of the Administration’s action and if not, they should seek the information.

Burnett State College Behaviour Approach

We are responsible for our own behaviours.

As teachers we **Teach** expected behaviours and **Reinforce** common expectations.

As students we are **Respectful** and **Responsible**



NOTES

1. Major Violations e.g. refuse directions, violence, swearing.
2. OR-B withdrawal, HOD/ DP/ P referral only.
3. Teachers use professional judgement in managing students.

The following table outlines examples of minor and major problem behaviours:

Behaviour	Serious 1st Offence	Very serious or 2nd Offence	Extremely serious or 3rd Offence
Aggressive Behaviours			
Abusive Language/Gestures Extreme Disrespect	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Fighting, Assault	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Bullying & Harassment including via electronic devices cyber-bullying. Inappropriate use of social media.	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Sexual Harassment	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Inciting others to behave inappropriately	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Physical intimidation or assault of a member of staff		SDA 10 to 20 days.	Exclusion recommended.
Property			
Vandalism (inc graffiti, arson and damage to school property)	SDA up to 5 days and restitution.	SDA 6 to 10 days and restitution.	SDA 10 to 20 days and restitution Exclusion may be recommended.
Stealing, possession or dealing in stolen items	SDA up to 5 days and restitution.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Disturbance to school and/or Disruption to learning			
Persistent disruption to learning or the disruption to learning in a Buddy Room	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Interference with Teachers exercising authority	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Persistent Interference with the Learning of Others	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Use of Mobile Phones and Electronic devices and accessories not used for learning. A student bringing these items to school accepts responsibility for loss, theft or damage. These devices and accessories are prohibited from use during all school time, including class situations, lunch breaks and assemblies. These devices are to be left in the school office and retrieved after school.	Mobile phone or other equipment confiscated and student to collect from office. 3 days SDA is the automatic consequence of use of a mobile phone or similar device on the school grounds.	Further incidents will be dealt with as Disobedience.	
Breach of Technology Acceptable Use Policy (See also consequences for Aggressive and/or Immoral Behaviour) Academic Dishonesty refer also to Academic Policy	Withdrawal of user rights for determined period and/or SDA up to 5 days.	Withdrawal of user rights for determined period and/or SDA up to 10 days.	Withdrawal of user rights for determined period. May include banning from school network and/or SDA 6 to 20 days. Exclusion may be recommended.
Truancy	In school detention. After school detention. Behaviour attendance card. SDA up to 5 days	Agency intervention. Behaviour attendance card. Continued failure to follow school procedures SDA up to 5 days. (Disobedience/ Breach of monitoring plan).	Persistent failure to follow school procedures SDA 6 to 20 days. (Disobedience/ Breach of monitoring plan). Senior students: Cancellation of enrolment.
Disobedience – inc. Refusing to follow teacher direction affecting learning of others, and/or good order of the classroom/school and/or affecting safety of self or others	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Refusal to participate in program of instruction	Intervention inc. detentions or withdrawal to complete and submit work. SDA up to 5 days.	Intervention inc. detentions or withdrawal to complete and submit work. SDA up to 10 days.	SDA 10 to 20 days. Cancellation of enrolment may be recommended.
* Regulated, Prohibited or Illegal substances			

Possession, sale, trading, use of illegal substances or in company of others committing these acts (e.g. drugs, drug implements) or banned items including prescription drugs.			SDA 10 to 20 days. Exclusion may be recommended.
Use, sale, supply or trading in alcohol/tobacco or banned items	SDA up to 5 days.	SDA up to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Accompanying or acting as a "spotter" for smokers		SDA up to 5 days.	SDA 6 to 10 days.
Under the influence of drugs or alcohol at school, while coming to/from school or at school functions		SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Using alcohol on school premises or at school functions		SDA 10 to 20 days.	Exclusion may be recommended.
Immoral Behaviour			
Indecent exposure		SDA up to 10 days.	SDA 6 to 20 days. Exclusion may be recommended.
Possession or publication of pornographic material or accessing pornography via school computers	SDA up to 5 days.	SDA 6 to 10 days. Police liaison.	SDA 10 to 20 days. Exclusion may be recommended.
Indecent behaviour, abuse with sexual inference, sexually explicit behaviour	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended. Police liaison.

Causing/risking harm or disturbance to self or others			
Unsafe Behaviour in or around playground (eg climbing on roofs, water bombs, entering storm drains etc)	SDA up to 5 days. WH&S.	SDA up to 5 days. WH&S.	SDA 6 to 20 days. WH&S.
Unsafe/ unacceptable behaviour travelling to or from school in school uniform, including on public transport or private motor vehicles.	In school detention. Loss of privilege to drive motor vehicle to/ from school. After school detention. SDA up to 5 days Parent contact.	Loss of privilege to drive motor vehicle to/ from school. SDA up to 10 days. Parent contact.	Loss of privilege to drive motor vehicle to/ from school. Persistent failure to follow school procedures SDA 10 to 20 days. Parent contact.
Unsafe or injurious behaviour towards others (throwing objects endangering others or property with potential for harm)	SDA up to 5 days.	SDA up to 10 days.	SDA 10 to 20 days.
Unsafe or injurious behaviour (throwing objects endangering others or property causing actual harm or injury)	SDA up to 5 days.	SDA 6 to 10 days.	SDA 10 to 20 days. Exclusion may be recommended.
Possession of items for use as a weapon (for further information on knives, see Appendix 6)		SDA 6 to 10 days. Confiscation of weapon Police liaison.	SDA 10 to 20 days. Exclusion recommended. Police liaison.
Possession of Dangerous Weapons (e.g. knives, slingshots)			SDA 10 to 20 days. Exclusion recommended. Police liaison.
Behaviour	Serious 1st Offence	Very serious or 2nd Offence	Extremely serious or 3rd Offence
Malicious acts towards students or staff that are considered by community or legal standards to be offensive or defamatory. This includes, but is not limited to; attempts either directly or indirectly to defame, denigrate by words or actions or intimidate (Cyber-bullying) by: <ul style="list-style-type: none"> • use of electronic and/ or social media such as mobile phones, to transmit video or sound recordings, • posting of offensive material to internet sites whether for limited or general access by others • making accusations about teachers, that when fully investigated prove to be false 	SDA up to 10 days.	SDA 10-20 days.	Exclusion recommended.
Acts of, or publication of material, that brings the school into disrepute in the wider community and/or potentially or actually brings discredit to the school or public schools generally. This includes publication of or participating in acts of public nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Burnett State College and where a connection to the school can be determined. Examples are, but not limited to where students have <ul style="list-style-type: none"> • participated in such acts • inciting others to act in a manner that discredits the school in the wider community • recorded sound or video of such behaviour on any device and /or posted sound or video footage of such behaviour to any website or media for the purpose of public broadcast 		SDA 10-20 days.	Exclusion recommended.
Dress Code			
Jewellery (including facial and body piercing). Refer Uniform Policy. Makeup and hair colour drawing undue attention. Presentation of hair should be subtle and in keeping with community standards. (Neat and conservative). Hair should NOT be dyed in unnatural colours.	Confiscation of items and held by Administration with items returned to parent/carer. Provision of a band aid type covering where appropriate. Removal of excess makeup, nail polish or unnatural hair colouring.	Confiscation of items and held by Administration with items returned to parent/carer. Withdrawal of student to Open Roads A and provision of an alternative learning program. Parent conference re WH&S.	SDA up to 5 days Confiscation of items and return to parent/carer. Parent conference re WH&S.

Uniform non-compliance without reasonable parent excuse.	Temporary provision of uniform. Parent contacted to provide appropriate items.	Temporary provision of uniform. Parent contacted to provide appropriate items. Parent conference. Withdrawal of student to Open Roads A and provision of an alternative learning program.	
Non-compliance of work place health and safety issues; eg footwear/piercings Failure to follow procedure for uniform non-compliance.	Each breach to be recorded. Removal of piercing/confiscation. Alternative Arrangement. Withdrawal to WH&S compliant setting.	Each breach to be recorded. Removal of piercing/confiscation. Alternative Arrangement. Withdrawal to WH&S compliant setting.	Each breach to be recorded. Removal of piercing/confiscation Alternative Arrangement. Withdrawal to WH&S compliant setting.

Ensuring consistent responses to problem behaviour

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

All decisions related to behaviour consequences are at the discretion of the school principal.

6. Emergency 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 problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

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

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.
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording.-Notification-and-Management.aspx> online.

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.
- Advisory Visiting Teachers
- Senior Guidance Officer

External 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
- Life Line / Bridges
- IWC.

8. Consideration of individual circumstances

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

Burnett 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- 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.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

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

Endorsement

Principal



P&C President



Effective Date:

20.03.18

The use of personal technology devices at school

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 Devices include, but are 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.

Personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of loss, damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

Confiscation

Personal technology devices used contrary to this policy on school premises will be 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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal. Breaches of this prohibition may result in disciplinary action.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for loss, damage, theft and general distraction and/or disruption associated with them.

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 Burnett 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. This behaviour may result in disciplinary action.

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. This behaviour may result in disciplinary action.

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. This behaviour may result in disciplinary action.

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. This behaviour may result in disciplinary action.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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. This behaviour may result in disciplinary action.

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 this 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.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Burnett State College strives to create positive, predictable environments for all students at all times of the day. The disciplined and 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.
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Burnett State College. Those who are 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.

Bullying behaviours that will not be tolerated at Burnett 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.

Bullying may be related to:

- race, religion or culture.
- Disability.
- appearance or health conditions.
- sexual orientation.
- sexist or sexual language.
- children acting as carers.
- children in care.

At Burnett 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Burnett State College are an addition to our schoolwide 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

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

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school 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.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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.

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 Burnett 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'.

Burnett State College records inappropriate behaviour and 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

Appropriate use of social media

Burnett State College embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Burnett State College is committed to promoting the responsible and positive use of social media sites and apps.

No student of Burnett State College will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Burnett State College grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Burnett State College whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Burnett State College engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Burnett State College are expected to engage in the appropriate use of social media.

Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Burnett State College the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Burnett State College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material, or distribution of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Burnett State College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Burnett State College expects its students to engage in positive online behaviours

Incident Statement

Copy on following page

Appendix 5 :

Working Together to Keep Burnett State College Safe

We can work together to keep knives out of school. At Burnett State College:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal or delegate can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences, these include suspension or suspension with the recommendation to exclude.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Burnett State College 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.

Essential Skills – A Summary

The following is a summary of Essential Skills – a more detailed outline is available in the RBP Staff Resources folder.

- **Skill 1: Establishing expectations:**
 - to clearly articulate and demonstrate the boundaries of pro-social behaviour.
- **Skill 2: Giving instructions:**
 - to give a clear direction about what students are to do.
- **Skill 3: Waiting and scanning:**
 - to wait and look at your students for 5-10 seconds after you have given an instruction.
- **Skill 4: Cueing with parallel acknowledgment:**
 - to acknowledge students' on task behaviour with the intention of encouraging others to copy.
- **Skill 5: Body language encouraging:**
 - to intentionally use your proximity, body gestures and facial expressions to encourage students to remain on task.
- **Skill 6: Descriptive encouraging:**
 - to encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
- **Skill 7: Selective attending:**
 - to deliberately give minimal attention to off-task or inappropriate behaviour.
- **Skill 8: Redirecting to the learning:**
 - to respectfully prompt the student who is off –task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
- **Skill 9: Giving a choice:**
 - to respectfully confront the student, who is disrupting others with available choices and their logical consequences.
- **Skill 10: Following through:**
 - display resolute, planned action in the face of off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

Major Behaviour Form (MBF)

(This form should be produced on red paper.)



Burnett State College

Major Behaviour Form (MBF) – ORB 28 July 2017



Student:		Date:	
Subject:		Time:	
Referred by:		Referral #3	

Reason:

Two (2) minor incidents completed:

Buddy Referral #1	Date:	Buddy Referral #2	Date:
<ul style="list-style-type: none"> · 10 Essential Skills used · Seating Plan · Work it out meeting · Oneschool incident recorded · Parental contact · Referral to Jr or Sr HOD and BM Coordinator · Guidance support contact 		<ul style="list-style-type: none"> · 10 Essential Skills used · Seating Plan · Work it out meeting · Oneschool incident recorded · Parental contact · Referral to Jr or Sr HOD and BM Coordinator · Guidance support contact 	

Single Major Incident:

<input type="checkbox"/> Physical violence	<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Unsafe behaviour endangering self/ others	<input type="checkbox"/> Possession of prohibited Item/s	<input type="checkbox"/> Bullying
<input type="checkbox"/> Property misconduct	<input type="checkbox"/> Misbehaviour in Buddy Room	

Brief description:



Open Roads B Supervisor: (name)

<input type="checkbox"/> Incident Statement by student	<input type="checkbox"/> Reflection Sheet	<input type="checkbox"/> Witness Incident Statements
<input type="checkbox"/> Parental contact	<input type="checkbox"/> OneSchool Incident Record	Witness names:
<input type="checkbox"/> OneSchool Parental Contact	<input type="checkbox"/> Work it out Meeting facilitated	
<input type="checkbox"/> Admin consultation	Details:	

Follow up:

Buddy Room Referral Form

(This form to be printed on orange).

		Burnett State College Buddy Referral Form (BRF) 28 July 2017			
Student:		Date:			
Subject:		Time Left:			
Referred by:		Time arrived:			
Referred to:		Initials (on arrival):			
Reason (description of behaviours): 					
Work to complete:					
Work it out meeting details					
Date:			Time:		



Burnett State College

Responsible Behaviour Plan

for Students 2017

based on *The Code of School Behaviour*

1. Purpose

Burnett 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.

2. Consultation and data review

Burnett State College has developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during the development of this plan. A review of school data sets from 2016 helped to inform the development process.

The Plan was endorsed by the Principal and the President of the P&C. This Responsible Behaviour Plan reflects approaches currently operating within the school, with the inclusion of elements of School Wide Positive Behaviour and the Open Roads Program. Systems and related school policies may reflect changing trends and needs of the Burnett State College community, as well as Education Queensland directives.

3. Learning and behaviour statement

All areas of Burnett State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is based on Glasser's Choice Theory where behaviour choices are the responsibility of the individual.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Burnett 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 school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe.
- Be responsible.
- Be respectful.
- Be an active learner.



Discipline Improvement Plan



Burnett State College Discipline Improvement Plan



Student:		Year level:	
Start date:		Review date:	
Student behaviour / incident			
•			
School support:			
•			
Expected behaviours:			
•			
Possible consequence for non-compliance			
•			
People who can support you:			
•			
Agreement:			
I/we are to Student Name's plan outlined above and understand that this plan will begin on day/month/year and be reviewed on day/month/year .			
Signatures:			

.....
Student	Date	Principal	Date
.....		
Parent	Date		