Bulimba State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Bulimba State School 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.

Our aim is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

The use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality is evident in all we do.

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
Bulimba State School developed this plan in collaboration with our school community. Consultation through the 2012 Quadrennial School Review (QSR).

This review process with parents, staff and students was undertaken through survey distribution and meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

Emerging areas of concern related to out of school hours behaviour of students in school uniform, cyber safety and bullying and management of limited play space.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Bulimba State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Bulimba 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.
Our school community has identified the following Code of Conduct based on a set of rights and responsibilities to teach and promote our high standards of responsible behaviour.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour.*
### 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 Bulimba State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations (Rights & Responsibilities) for Bulimba State School are displayed in our Code of Conduct

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITY</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
</table>
| We all have the right to be treated with courtesy. | We all have the responsibility to treat other people with courtesy. | Courtesy means:  
- Take turns  
- Listen to others  
- Use manners such as (Please and Thank-You)  
- Knock and wait to be invited into a room before entering  
- Greet others in a friendly way using correct name  
  eg. “Hello Peter”  
  “Hello Mr Smith”  
- Speak in a pleasant manner and tone. |

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibility</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>We all have the right to be proud of ourselves, our family, heritage, beliefs and school</td>
<td>We all have the responsibility to respect others beliefs.</td>
<td>It is inappropriate to refer to others colour, race or religion in a derogatory way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibility</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>We all have the right to have pride in our school.</td>
<td>We all have the responsibility to use appropriate language.</td>
<td>Offensive language is unacceptable at our school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibility</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We all have the right to be treated with courtesy.</td>
<td></td>
</tr>
</tbody>
</table>
## RESPECT continued

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITY</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We all have the right to personal property.</td>
<td>We all have the responsibility to respect other’s property.</td>
<td><strong>Personal property</strong> means books, clothing, lunch boxes, money, bags, bikes, etc.</td>
</tr>
<tr>
<td></td>
<td>We all have the responsibility to take care of our own property.</td>
<td><strong>Property of others</strong> includes desks, chairs, sporting equipment, etc.</td>
</tr>
<tr>
<td></td>
<td>We all have the responsibility to take care of the property of others.</td>
<td><strong>Inappropriate property</strong> means expensive toys, potentially dangerous play things (eg. swords, arrows, guns) basketball and theme cards, illegal toys eg. sling shots, stanley knives.</td>
</tr>
<tr>
<td></td>
<td>We all have the responsibility not to bring inappropriate personal property to school.</td>
<td></td>
</tr>
</tbody>
</table>

## LEARNING

| Children have the right to attend school | Children have a responsibility to attend school. Parents must ensure children attend school. | After absence of 3 days parents will be contacted by phone or mail. Classes begin at 8.45am, after first break 11:15am or 11:45am and after second break 1:15pm or 1:45pm. |
| - Where a child rides or walks to school, parents have the responsibility to notify the school of a child’s absence by 9.00am. | These procedures are to alert us to the possibility of a child “in danger”. | |
| - Parents are responsible for children going to and from school. If parents wish to telephone and check whether their child has arrived at school, they should have their child report to the office upon arrival at school. | | |
| - We all have the responsibility to be at class on time. Children have the responsibility ready to learn and teachers to be ready to teach. | Ready to learn means that teachers and children have all equipment and resources required ready for each lesson. | |
| - We all have the responsibility to do our best. | At all times children will: |
| | . follow teachers’ instructions. |
| | . respect the rights of others. |
| | . learn from their mistakes. | |
### LEARNING continued

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITY</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We all have the responsibility to consider the right of others to a safe, productive and positive learning environment.</td>
<td>Undisturbed learning environment is a place where you can: listen, be heard, be safe, and work uninterrupted.</td>
<td></td>
</tr>
<tr>
<td>We all have the responsibility to move from place to place during class time without disturbing others.</td>
<td>This means “WALKING” quietly. i.e. no pushing and shoving, loud talking, playing of instruments etc.</td>
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</tbody>
</table>

### HEALTH

<table>
<thead>
<tr>
<th>Rights and responsibilities</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We all have the right to be healthy and alert at school.</td>
<td>Also refer to Queensland Health re exclusion for infectious or contagious diseases.</td>
</tr>
<tr>
<td>Parents have the responsibility to keep sick children at home.</td>
<td></td>
</tr>
<tr>
<td>Teachers have the responsibility to contact parent if child becomes ill at school.</td>
<td>This is important for when your child needs you. Don’t let them down.</td>
</tr>
<tr>
<td>Parents have the responsibility to keep up to date records of phone numbers, addresses, email, contacts etc. at the school office.</td>
<td>Respect other’s privacy and use facilities correctly. Toilets are not a place for eating or play.</td>
</tr>
<tr>
<td>We all have the responsibility to use the toilet area correctly.</td>
<td></td>
</tr>
<tr>
<td>We all have the right to a clean and healthy environment.</td>
<td>All rubbish is to be put in bins.</td>
</tr>
<tr>
<td>We all have the responsibility to keep our school tidy.</td>
<td>Ensure that we follow the school Code of Dress (Copy available at school office &amp; provided on enrolment)</td>
</tr>
<tr>
<td>We all have the responsibility to dress appropriately and present ourselves in a clean and tidy manner.</td>
<td>eg. Wear Hat, sunscreen, shirt with sleeves.</td>
</tr>
<tr>
<td>We all have the responsibility to protect our skin from the sun. Parents have the responsibility to provide hats, sunscreen and appropriate clothing.</td>
<td>All community members, parents, staff and students should wear hats.</td>
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</tbody>
</table>
### Health

**Continued**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibility</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We all have the right to a clean and healthy environment.</strong></td>
<td>Teachers have the responsibility to encourage children to wear hats. Education Queensland has the responsibility to provide safe facilities. Bulimba State School has the responsibility too maintain a clean and safe facility.</td>
<td>Children must wear hats. Those who don't wear hats must sit in the designated area. Workplace Health and Safety Committee monitor the school environment.</td>
</tr>
<tr>
<td><strong>We all have the responsibility to use the toilet area correctly.</strong></td>
<td>We all have the responsibility to wash hands frequently. We all have the responsibility not to spit.</td>
<td>Respect other’s privacy and use facilities correctly. Toilets are not a place for eating or play.</td>
</tr>
</tbody>
</table>
| **We all have the responsibility not to smoke in the school grounds** | We all have the responsibility to provide children with an adequate lunch. | Frequently means:  
* before and after eating  
* before returning to class  
* after visiting the toilet in order to prevent spread of disease.  |
| **We all have the right to eat lunch each day.** | Parents have the responsibility to monitor money for tuckshop. Children/Parents have the responsibility of placing tuckshop orders into the boxes in the morning or through Flexischool. Parents have the responsibility to monitor money for tuckshop. Teachers have the responsibility of sending a tuckshop monitor to collect the tuckshop orders for the class at each lunch break. Children have the responsibility to spend money wisely. | An adequate filling lunch is necessary for children to be ready to learn. A nutritious breakfast is essential. Food is fuel for the brain. At the beginning of the school year and each term teachers will discuss with students the designated eating areas. During eating time only boxed orders will go out. Students are not to line up at the tuckshop during this period. Designated eating areas change during the year due to climatic changes. |
## Safety

<table>
<thead>
<tr>
<th>RIGHTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>We all have the right to be safe in and near the schools.</td>
<td>We all have the responsibility to think before we act.</td>
<td>Consider our options - the consequences to our actions. We can choose to act or react. See Page 12 Stop Think Choose</td>
</tr>
<tr>
<td></td>
<td>Stop / Think / Do the right thing.</td>
<td></td>
</tr>
<tr>
<td>We all have the responsibility not to endanger others by:</td>
<td>Physical assault means hurting other persons by:</td>
<td></td>
</tr>
<tr>
<td>. throwing things</td>
<td>• pushing</td>
<td></td>
</tr>
<tr>
<td>. physical assault</td>
<td>• kicking</td>
<td></td>
</tr>
<tr>
<td>. hurting others</td>
<td>• hitting</td>
<td></td>
</tr>
<tr>
<td>. rough play</td>
<td>• biting etc.</td>
<td></td>
</tr>
<tr>
<td>. using equipment incorrectly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. riding bikes in the school grounds or down the hill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. sliding or running downstairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children have the responsibility to:</td>
<td>Slow areas mean:</td>
<td></td>
</tr>
<tr>
<td>. move slowly in slow areas</td>
<td>. concrete areas under buildings</td>
<td></td>
</tr>
<tr>
<td>. play in designated areas</td>
<td>. tuckshop area</td>
<td></td>
</tr>
<tr>
<td>. not go into child-free zones</td>
<td>. school hallways/verandahs</td>
<td></td>
</tr>
<tr>
<td>. swimming pool</td>
<td>. classrooms</td>
<td></td>
</tr>
<tr>
<td>. classrooms</td>
<td>These are designated by turtle signs.</td>
<td></td>
</tr>
<tr>
<td>Teachers have the responsibility to supervise children in the classroom at all times.</td>
<td>Teachers should not leave students unsupervised in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students should not enter a classroom without a teacher's permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During lunch and break times classrooms and corridors are out of bounds.</td>
<td></td>
</tr>
<tr>
<td>Rights</td>
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<td>Explanations</td>
</tr>
<tr>
<td>--------</td>
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</tr>
</tbody>
</table>
| We all have the right to be safe in and near the schools. | Children have a responsibility to stay away from "Out of Bounds" areas. | Child free zones mean children cannot be there without adult permission or supervision. These zones are:  
- front steps  
- embankments  
- gardens and garden edges  
- swimming pool  
- staff room  
- classrooms  
"Out of Bounds" areas are:  
- banks  
- fences  
- driveway beyond gates at the end of A Block to play area due to health or safety risk |
| Children have the responsibility to walk their bicycles in the school ground. | Discussions are to take place on:  
- helmets, brakes, doubling, shoes, hills  
- wheel bikes down to Bulimba Library and bottom of Thorpe Street  
- use of school ground markings for practical demonstrations. |
| We all have the responsibility to use pedestrian crossings and to observe crossing rules.  
We all have the responsibility to follow directions of crossing supervisors.  
We all have the responsibility to ride and drive safely in our school community.  
Parents have the responsibility not to stop or do U-turns within crossing areas. | Crossing supervisors patrol crossings for our safety.  
One whistle - stop where you are.  
Two whistles - walk across road. |
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<tbody>
<tr>
<td>We all have the right to be safe in and near the schools.</td>
<td>We all have the responsibility to behave well on public transport.</td>
<td>When on public transport, volunteer transport and contracted transport to and from school, excursions, camps, sports, etc., students are to ensure all limbs are inside bus, that they be seated, and that they talk quietly until instructed otherwise.</td>
</tr>
<tr>
<td>Children have the responsibility not to be in the school buildings before 8.30 am. or after dismissal without special permission.</td>
<td>Children are not allowed in the classrooms or school building without adult permission or supervision eg music or choir.</td>
<td></td>
</tr>
<tr>
<td>Children have the responsibility to seek permission to leave school grounds.</td>
<td>If a ball goes over the fence during play, permission must be sought to leave the grounds from the teacher on duty. Any other special occasions require notification to teachers. Parents should give written permission for children to go home for lunch..</td>
<td></td>
</tr>
</tbody>
</table>
| We all have the right not to be harassed or bullied. | We all have the responsibility not to harass anyone in the following ways:  
- sexually  
- racially  
- religiously  
- for physical disabilities  
- or in any other manner | Harassment can be:
- Verbal - name calling, teasing
- Physical - touching in inappropriate ways
- Intimidation - staring, leering, ogling and winking suggestively

Bullying will not be permitted. |

We all have the responsibility to treat each other with care and respect. | |

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers; Setting Up For Success Program, Class Meetings, Peer Support Program.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bulimba State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Behavioural expectations are clearly set out in our Code of Conduct and communicated in Rights, Responsibilities and Explanations. This supported by the Early Phase and Middle Phase Behaviour Rubric that allows student to move from beginning through to established behaviours. A section in the Code of Conduct, “When our code of conduct is broken” gives examples of specific infringements and possible consequences and actions.

The school also has a range of behaviour signs display around the school.

**Whole School Behaviour Support**

A whole school approach means everybody committing to the provision of a safe and supportive learning environment. We use the following National Safe School’s Framework checklist for school communities to assess and develop a comprehensive approach to behaviour support.

**School values, ethos, culture, structures and student welfare**
- Are values which contribute to maintaining a safe and supportive learning environment shared across the school community?
- Is social justice a core part of the school’s ethos?
- Is the culture of the school a positive and inclusive one which values the contributions of all members of the school community equally?

**Establishment of agreed policies, programs and procedures**
- Are there clear definitions of appropriate behaviour, harassed, bullying and violence available which are known and understood by all members of the school community?
- Are there clear policies, programs and procedures in place which are known and understood by all members of the school community?
- Are periodic evaluations of policies, programs and procedures undertaken, including behaviour and bullying issues?

**Provision of education and training to school staff, students and parents**
- Are all staff well informed and kept up to date about behaviour issues, harassment, bullying and violence, and trained in appropriate prevention, support and response strategies?
- Are all parents and carers informed about behaviour, harassment, bullying and violence and able to engage in school planning?

**Providing support for students**
- Are there strong and established relationships with relevant specialists to provide support for students needing behaviour support or affected by bullying, harassment or violence?
Working closely with parents
- Are parents encouraged and supported to promote confidence in their children and to develop open relationships with them?

Through the following whole school strategies:

School
- Relationships actively built and maintained – quality relationships underpin all operations
- Consistency of approach and alignment to our beliefs within a system approach
- Self-management, understanding self and human behaviour, social and life skills are an integral part of the curriculum through the provision of the Peer Support program, Health and Physical Education, Sexual Harassment Referral Officer, Sustainability practices, Anti-bullying program, Protective Behaviours program
- On-going learning and development by constantly upgrading staff skills
- Monitoring outcomes in learner self-management and using data to inform practice through the following strategies (bullying audits, playground behaviour monitoring, behaviour rubric and behaviour plans).
- Programs involving Cyber safety, responsible technology use and use of personal communication devices. (Appendix 1)
- Encouragement of whole school ownership of behaviour and responsibility. Reporting of inappropriate behaviour.

Class
- Promotion of student voice through class discussions and meetings
- Quality, inclusive curriculum provided to address individual needs
- Negotiated class rules generated through class discussion/meetings
- Protective Behaviours program taught through Daniel Morecombe Curriculum Unit
- Psychologically nurturing class environment
- Self-evaluation encouraged continuously
- Minimum to maximum co-management of behaviour when necessary.

Learners
- Individual learner's self-management needs identified and addressed
- Continuous focus on learning the skills of self-management through the use of behaviour rubric, individual behaviour plans, individual classroom plans,
- Support and referrals available to every child by staff in class, playground and at our office
- Circle-of-Friends groups established for those students identified as being at risk from social isolation
- Peer Support program promoting pro-social behaviour(making and keeping friends, getting along with others, standing up for yourself, resilience, leadership, anti-bullying strategies)
- Life Skills program through sustainability initiatives such as gardening, management of the worm farm, recycling programs, are available to learners identified to be in need.
- Leadership opportunities to promote active and informed citizenship eg PREP buddies, Peer Support
- Encouragement to constantly use self-evaluation to develop self-improvement
- Learners complete self-management profiles to self-evaluate progress.

Teachers
- Learning and development in behaviour management strategies
Support and mentoring
- available to teachers from our administration team, Guidance Officer and colleagues.
- Promoting student voice opportunities with learners is encouraged throughout our school.

Parents
- A three way partnership between learner, parents and the school staff is encouraged.
- Positive parent involvement in the classroom is encouraged.
- Parent education courses regularly available – e.g. ‘Triple P’,
- Support and counselling available to parents through our Guidance Officer.
- Parents as community members concern for the safety and behaviour of all students.
- Monitoring of students access to cyber platforms especially social networks, texting and internet.

5. Consequences for inappropriate or unacceptable behaviour

When we look at behaviour in the school environment there are many terms commonly used to refer to this issue

⇒ Discipline
⇒ Behaviour Management
⇒ Code of Conduct
⇒ Supportive School Environment

But the one thing that stands out is that as adults we need to work as a team to ensure our students and future citizens get a common message through strong supportive practices. It is no use having a Code of Conduct unless we as a community are committed to delivering common messages and strong modelled behaviour. Children will learn more through what we do than what we say. Even so it is important that what we say is appropriate. To advise children to use violence to resolve conflict is unacceptable.

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

☐ Minor behaviour incidents are handled by staff members at the time it happens
☐ Major behaviour incidents are referred directly to the school Administration team

<table>
<thead>
<tr>
<th>Type of Infringement</th>
<th>Specific Infringement (examples)</th>
<th>Consequences &amp; Action (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Inappropriate play</td>
<td>Teacher draws attention to rule</td>
</tr>
<tr>
<td></td>
<td>Calling out in class, disrupting the class</td>
<td>Child acknowledges action</td>
</tr>
<tr>
<td></td>
<td>Littering</td>
<td>Teacher draws attention to rule</td>
</tr>
<tr>
<td></td>
<td>Being in child free zone</td>
<td>Child reports to office</td>
</tr>
<tr>
<td></td>
<td>Clothing not in line with Dress Code</td>
<td>Alternate clothing provided</td>
</tr>
<tr>
<td>Or</td>
<td>Not wearing a hat</td>
<td>No hat No play</td>
</tr>
<tr>
<td>Minor</td>
<td>Late arrival to school or classroom</td>
<td>Teacher draws attention to rule</td>
</tr>
<tr>
<td>Infringement</td>
<td></td>
<td>Continued offence Late slip provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents contacted</td>
</tr>
<tr>
<td>Type of Infringement</td>
<td>Specific Infringement (examples)</td>
<td>Consequences &amp; Action (examples)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Breaking Rule Again</td>
<td>Disobedience</td>
<td>* Teacher draws attention to rule</td>
</tr>
<tr>
<td></td>
<td>Throwing stones / sticks etc</td>
<td>* Child acknowledges action</td>
</tr>
<tr>
<td></td>
<td>Inappropriate language</td>
<td>* Natural consequence given</td>
</tr>
<tr>
<td></td>
<td>Physical aggression</td>
<td></td>
</tr>
<tr>
<td>Or Serious Infringement</td>
<td>Graffiti</td>
<td>* Teacher draws attention to rule</td>
</tr>
<tr>
<td></td>
<td>Continual disruption to class</td>
<td>* Child acknowledges action</td>
</tr>
<tr>
<td></td>
<td>Disregard for information and communication technology (ICT’s) guidelines and agreement</td>
<td>* Parents contacted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Natural consequence given</td>
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<tr>
<td></td>
<td></td>
<td>* May involve Adopt a Cop</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Teacher draws attention to rule&quot;</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Child acknowledges action&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Parents contacted&quot;</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Apology&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Infringement notified by teacher or ICT Manager&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Principal informed&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;ICT privileges removed&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Parents contacted&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;ICT safety program implemented&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Breaking Rule Persistently Or Major Infringement</td>
<td>Persistent disobedience Insolence Gross misconduct Immoral behaviour Violence Destruction of school or individual's property Substance abuse Serious ICT's infringement</td>
<td>* Teacher draws attention to rule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Child acknowledges action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Principal informed.</td>
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<tr>
<td></td>
<td></td>
<td>* Principal decides on action to be taken</td>
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<tr>
<td></td>
<td></td>
<td>o Behaviour Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Community Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Removal from privileges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Parents contacted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Ongoing monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Teacher escorts student to the office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no Improvement Results</td>
<td>Continued and persistent disregard for school Code of Conduct</td>
<td>* SWAT referral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Involvement of Outside Agencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Suspension / Exclusion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Explanation</th>
<th>Participants</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1x</td>
<td>Classroom Management</td>
<td>Class teacher + student</td>
<td>Anecdotal Record</td>
</tr>
<tr>
<td></td>
<td>Restatement, Rule Reminder</td>
<td>Class teacher + student</td>
<td>Administration informed; Record of interview/discussion</td>
</tr>
<tr>
<td>2x</td>
<td>Time Away/Time Out</td>
<td>Principal/Deputy Principal</td>
<td>Meeting held; Record of interview/discussion; Action discussed</td>
</tr>
<tr>
<td>4x</td>
<td>Teacher and Student Plan of Action</td>
<td>Principal/Deputy Principal</td>
<td>SWAT team involved; case manager appointed; Documentation</td>
</tr>
</tbody>
</table>

### Bulimba State School Responsible Behaviour Plan 2013 to 2016

- **Suspension Procedures:**
  - Principal, Parent, and Student
  - Student suspended: 1 to 5 days or 6 to 20 days; 6 to 20 day suspension requires an alternative program

- **Recommendation for Exclusion:**
  - Principal, Parent, Student and Executive Director School Brisbane South District
  - Student excluded from attending Bulimba State School
### Definition of consequences*

<table>
<thead>
<tr>
<th><strong>Time out</strong></th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detention</strong></td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td><strong>Temporary Removal of Property</strong></td>
<td>A principal or staff member of Bulimba State School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences (SDA)

| **Suspension** | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
|----------------|-------------------------------------------------------------------------------------------------|
| **Behaviour Improvement Condition** | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months. |
| **Proposed exclusion or recommended exclusion** | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions. |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.*
The following table outlines examples of minor and major behaviour incidents:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blandt disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Action which endanger others safety</td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone or personal</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>technology devices</td>
<td>without authorisation (written permission from an authorised staff member)</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Spitting</td>
<td>• On the ground or in public area</td>
<td>• Spitting on another person</td>
</tr>
<tr>
<td>Toilets</td>
<td>• Playing in toilets</td>
<td>• Harassing or bullying in toilets</td>
</tr>
<tr>
<td>Designated eating areas</td>
<td>• Not eating in designated eating areas</td>
<td></td>
</tr>
<tr>
<td>Smoking or drugs</td>
<td></td>
<td>• Any incident involving smoking, drugs or alcohol.</td>
</tr>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Uniform</td>
<td>• Not wearing hat</td>
<td>• Misbehaviour while in uniform in a public place</td>
</tr>
<tr>
<td></td>
<td>• Not wearing uniform as stated in school dress code</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.
Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

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

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

6. Emergency situation or critical incident responses

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

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

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

Immediate Strategies
- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies
- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention
Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Learning Potential Team
- Senior Guidance Officer
- School Chaplain
- School Adopt a Cop

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

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.

Bulimba State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

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

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement

Michael Zeuschner  Sonya Trau  Karen Howes
Principal       P&C President  Assistant Regional Director

Effective Date: ……………………… to ………………………
Appendix 1

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.

Certain 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 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 consequences.

Confiscation
Permitted 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.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 Bulimba State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

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

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done
for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup>, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

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

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

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

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

**Special Circumstances Arrangement**

Students who require the use of a personal assistive 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.

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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<sup>1</sup> *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Appendix 2

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

Purpose

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

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

3. Bullying behaviours that will not be tolerated at Bulimba State School hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Bulimba State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Bulimba State School are an addition to our already research-validated 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**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 Code of Conduct and the 4 areas of conduct and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

Bulimba State School will then investigate and respond to any incident of cyberbullying.

10. 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.

11. An initial introductory lesson is delivered as part of our Setting Up for Success Program, 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 students learn to **REFUSE** (refuse to accept bullying), **SUPPORT** (support the person being bullied) & **REPORT** (ask an adult for help)
12. The introductory lesson is followed by several shorter lessons as part of class meetings and parades, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Bulimba State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Bulimba 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’.

15. Bulimba State School 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.
WORKING TOGETHER TO KEEP BULIMBA STATE SCHOOL SAFE

We can work together to keep knives out of school. At Bulimba State School:

- 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 at 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 school Principal or his/her representative can take 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 consequencesSuspension or Exclusion form the school.
- 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 Bulimba 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 school Principal or Deputy Principal

This policy also pertains to any items that are deemed a weapon.