



**The Code of  
School  
Behaviour**  
Better Behaviour  
Better Learning

# Burpengary Meadows State School

## ***Responsible Behaviour Plan for Students*** Based on *The Code of School Behaviour*

### **1. Purpose**

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

All members of the Burpengary Meadows school community will feel valued, safe and supported on their learning journey. There is an acceptance and respect of the cultural diversity of the outside school community.

Through supportive professional development opportunities, educators are kept abreast of current knowledge and practices concerning ongoing learner's needs.

Teachers will be proactive in embedding academic and life long learning skills that will enable all students to become active and informed citizens in both the local and global context and who recognise the need to be proactive in caring for our environment.

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**

Burpengary Meadows SS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students is ongoing through:

- Survey distribution (TSR 2009)
- Related information published regularly in school communication
- Regular data analysis and forum meetings (RBP Committee 2009 to 2012)
- Reporting to, and consultation with, the P&C at monthly meetings
- Collaborative policy development (draft 2013) with the RBP Committee
- Draft policy review with a P&C representative

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

### **3. Learning and behaviour statement**

The Burpengary Meadows School Community believes:

- in the development of respect for the safety and well being of all its members
- in respecting the right of teachers and students to teach and learn to reach their potential
- all members of the school community should feel safe and valued in respecting the traditions of the school, state and nation

This will be achieved through:

- the provision of quality curriculum programs that respond to the needs of all and fosters full participation
- the promotion and fostering of socially acceptable patterns of behaviours that are non-discriminatory, non-violent and equitable
- fostering and developing a sense of pride throughout the entire school community
- the development by students, of the responsibility for their own actions
- continual reflection and self-monitoring

## VALUES AND BELIEFS WITHIN BURPENGARY MEADOWS STATE SCHOOL

**We believe quality teaching and learning is enhanced when LEARNERS:**

• are valued	• want to learn
• are challenged with success	• gain competence
• see purpose in learning	• are responsible
• derive enjoyment	• are active participants
• are respectful of adults and each other	

**We believe quality teaching and learning is enhanced when TEACHERS:**

• are enthusiastic and competent	• are caring
• provide appropriate role models	• cater for needs
• accept responsibility	• extend learners
• clarify expectations	• are respectful of students, parents and caregivers
• value their relationship with students	

**We believe quality teaching and learning is enhanced when PARENTS:**

• participate in school activities	• are supportive
• communicate with their child/children	• uphold the goals and traditions of the school
• have an active role in education	• are respectful of all members of the school community

**We believe quality teaching and learning is enhanced when the SCHOOL:**

• is welcoming	• provides a secure, caring and challenging environment
• has clearly defined goals	• provides appropriate programs which fulfil learners' needs
• has high expectations	• is open and informative

**We believe quality teaching and learning is enhanced when the SCHOOL AND WIDER COMMUNITY:**

• is informed	• is actively supportive
• participates in the decision-making process	• values and takes pride in its school
• has a positive attitude to education	

**We believe quality teaching and learning is enhanced when EDUCATION QUEENSLAND AND SCHOOLS:**

• give clear direction	• are encouraging and supportive
• communicate openly	• are flexible and forward planning

All areas of Burpengary Meadows SS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Burpengary Meadows SS 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:

- **Respect people and property**
- **Believe in yourself, others and our school**
- **Strive for your best**

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**

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Burpengary Meadows SS we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of general behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

Our three school rules are further clarified in the following Code of School Behaviour. This code forms the basis of intentional, focused teaching and also sets the criteria for the school's 'Behaviour Passport Awards Program'.

#### **Respect**

**Be safe**

**Show care and compassion**

**Respect people, property and environment**

#### **Believe**

**Have a go**

**Demonstrate a positive attitude**

**Show understanding, tolerance and inclusion**

#### **Strive**

**Do your best**

**Be responsible**

**Participate with teamwork and enthusiasm**

**Have pride in yourself, others and our school**

A set of behavioural expectations has been attached to each of our three school rules. The table below communicates behavioural expectations (examples; not exhaustive) aligned with each element of the school's Code of School Behaviour.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities

Elements	This means we do these things:-	If we follow the Code of Behaviour we:-
<b>RESPECT</b>		
Be Safe	<ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Act in a safe manner</li> <li>• Keep our hands and feet to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>• Stay safe</li> <li>• Help maintain a safe school environment</li> </ul>
Show care and compassion	<ul style="list-style-type: none"> <li>• Speak politely and kindly</li> <li>• Show care and compassion towards our classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Feel happy</li> </ul>
Respect people, property and the environment	<ul style="list-style-type: none"> <li>• Follow instructions given by any adult</li> <li>• Keep ourselves neat and tidy</li> <li>• Listen to others</li> <li>• Use our High Five</li> </ul>	<ul style="list-style-type: none"> <li>• Gain respect</li> </ul>
<b>BELIEVE</b>		
Have a go	<ul style="list-style-type: none"> <li>• Have a go at all tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Give ourselves the best opportunity to learn and succeed</li> </ul>
Demonstrate a positive attitude	<ul style="list-style-type: none"> <li>• Show a positive attitude towards work and other people</li> </ul>	<ul style="list-style-type: none"> <li>• Gain respect</li> </ul>
Show understanding, tolerance and inclusion	<ul style="list-style-type: none"> <li>• Include others in play</li> <li>• Accept others' differences</li> <li>• Wear our school uniform with pride</li> </ul>	<ul style="list-style-type: none"> <li>• Feel good about ourselves</li> </ul>
<b>STRIVE</b>		
Do your best	<ul style="list-style-type: none"> <li>• Do our best work</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve our goals</li> <li>• Gain a sense of pride</li> </ul>
Be responsible	<ul style="list-style-type: none"> <li>• Be responsible when given a task</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve our goals</li> </ul>
Participate with teamwork and enthusiasm	<ul style="list-style-type: none"> <li>• Participate fairly in teams</li> <li>• Complete work with enthusiasm and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve our goals</li> <li>• Feel proud of ourselves and our school</li> </ul>
Have pride in yourself, others and our school	<ul style="list-style-type: none"> <li>• Keep our school environment neat and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Feel proud of ourselves and our school</li> </ul>

Burpengary Meadows SS implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular inclusion of behaviour processes in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Burpengary Meadows SS 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying - including Cyberbullying and Inappropriate Online Behaviour (Appendix 2)
  - Information on and consequences for bringing knives to school (Appendix 3)

#### 4.1 **Reinforcing expected school behaviour (Universal Support)**

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

Each teacher is responsible for classroom behavioural recognition through the implementation of a Classroom Management Plan. This plan has the approval of the Principal and will be displayed in the classroom and communicated to parents, students and incoming teachers. It will provide consistency and continuity in the classroom.

Support Status	Behaviours	Support (Examples Only – Not Exhaustive)
<b>Universal Support</b>  Child manages own behaviour.	Students follow the school rules and consistently demonstrate safe, responsible, respectful, cooperative and fair behaviour.	All students are encouraged to maintain high standards of behaviour through: <ul style="list-style-type: none"> <li>• Explicit teaching of the Classroom Behaviour Support Plan.</li> <li>• Verbal encouragement</li> <li>• Positive implicit and explicit rewards</li> <li>• Public acknowledgement of achievements (E.g. Student of the Week Awards)</li> <li>• Recognition of success from Teachers, Support Staff, Principal and Parents (See 4.1a and 4.1b below)</li> </ul>

##### 4.1(a) 'Gotchas'

Staff members hand Gotcha cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs frequently throughout the day. When staff members 'catch' a student following the rules they can choose to give them a Gotcha card. When students are given a Gotcha card they drop the card in their classroom 'Gotcha' Box.

Each Parade one student from each class has their Gotcha drawn and announced. These students receive a tuckshop voucher as recognition of their responsible behaviour. Cards are never removed as a consequence for problem behaviour.

#### 4.1(b) Behaviour Passport Awards Program

	Respect			Believe			Strive			
Name	Be safe	Show care and compassion	Respect people, property and environment	Have a go	Demonstrate a positive attitude	Show understanding,	Do your best	Be responsible	Participate with teamwork and enthusiasm	Have pride in yourself, others and our school

At Burpengary Meadows students are recognised for achieving the expected behaviours outlined in the above table. At the beginning of each year, teachers will explicitly teach the above elements of the school Code of Behaviour to their class using a variety of teaching strategies including: role play, discussion, drawing and brainstorming.

Our behaviour scheme has three progressive levels of positive behaviour recognition each term (see the diagram below). Students begin each term afresh, and then every three weeks, teachers (including specialist teachers) determine if students have met the ten criteria areas listed above. Each eligible student will have their individual Behaviour Passport stamped and signed by their teacher. This can be sent home for parent viewing, but needs to be returned to record the next cycle's results. Students who do not meet the criteria for a particular level are supported through teacher discussion and scaffolding to promote success in the future.



To recognise their level of attainment each term, an Administration representative will hand out a certificate to celebrate each child's finishing behaviour level (e.g. Bronze, Silver or Gold) at the end of the current school term. The students who achieve a Bronze, Silver or Gold Behaviour Level will participate in an afternoon of on-campus reward activities. Remaining students will spend the afternoon in the office.

Students who maintain a Gold Behaviour Level for each school term, will be recognised with an invitation to attend the 'All Gold' activity at the end of the year. Remaining students will continue with the regular school program.

For students who enrol during the year, they will begin at the cycle level (ie Bronze or Silver or Gold) of their enrolment. They must obtain Gold for each term after their enrolment to be eligible to attend the end of year celebration excursion.

Teachers will track and report student progress to the office at the end of each term. The Principal or delegate is able to monitor individual student progress at any time and may make adjustments to their award level at their discretion.

## 4.2 Responding to unacceptable behaviour (Targeted & Intensive Support)

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Each teacher is responsible for classroom behavioural support, through the implementation of a Classroom Management Plan. This plan has the approval of the Principal and will be displayed in the classroom and communicated to parents, students and incoming teachers. It will provide consistency and continuity in the classroom.

### 4.2(a) Re-directing low-level and infrequent problem behaviour (Minor)

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

Our preferred way of re-directing low-level problem behaviour is to question 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.

The table below shows examples of how we respond to low-level and infrequent problem behaviour:

Support Status	Behaviours (Minor)	Support (Examples Only – Not Exhaustive)
<p><b>Universal Support</b></p> <p>Child manages own behaviour with support from class/supervising teacher.</p>	<p>Students requiring this level of support may be exhibiting one or more of the following behaviours:</p> <ul style="list-style-type: none"> <li>• Misbehaving in the playground (includes rough, careless and/or unsafe play). E.g. play fighting.</li> <li>• Disrupting others from learning in classroom</li> <li>• Repeated failure to attempt school work</li> <li>• Not following instructions</li> <li>• Harassing others</li> <li>• Using mild inappropriate language or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing discussion, support and scaffolding from the classroom teacher</li> <li>• Class Teacher will put the Classroom Management Plan in action (including 'Buddy Class')</li> <li>• Students may be temporarily withdrawn from play or other school activities (e.g. 'Green Spot')</li> </ul>

### 4.2(b) Responding to and managing high-level and/or frequent problem behaviour (Targeted & Intensive Support)

Each year a small number students at Burpengary Meadows are identified as needing a little bit extra in the way of targeted and/or intensive 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.

Working as partners, parents and teachers can assist students experiencing difficulties, to improve their attitudes and behaviours.

The table below shows examples of how we respond to high-level and/or frequent problem behaviour. Please note that some students, due to the seriousness of an offence, may move directly to a higher level of support without moving through preceding levels. The behaviours listed are examples only and are not an exhaustive list.

Support Status	Behaviours (Major)	Support (Examples Only – Not Exhaustive)
<p><b>Targeted Support</b></p> <p>Child manages own behaviour with support from class/supervising teacher and parents and school based services.</p> <p>Parent contacted and contact maintained by classroom teacher.</p> <p>Some support offered by Administration Team and/or District Behaviour Team.</p>	<p>Students requiring Targeted Support may be exhibiting one or more of the following behaviours:</p> <ul style="list-style-type: none"> <li>• Continuing to exhibit behaviours listed under Minor Support</li> <li>• Stealing</li> <li>• Behaving violently/aggressively. E.g. fighting</li> <li>• Using inappropriate/offensive language, gestures or actions (including online behaviour)</li> <li>• Insolence/defiance – intentional refusal to follow instructions</li> <li>• Repeated/ongoing non-compliance with the school dress code (See Appendix 4)</li> <li>• Truancy</li> </ul>	<p>Support strategies as listed above plus:</p> <ul style="list-style-type: none"> <li>• The Principal in consultation with teachers and support staff will consider strategies to manage the behaviours and/or attitudes of the student. In consultation with the student's parents, support structures may include- <ul style="list-style-type: none"> <li>○ Gradual re-entry to class</li> <li>○ Adjustments to play times and/or areas</li> </ul> </li> <li>• An Individual Behaviour Support Plan (IBSP) may be developed with/for the student.</li> <li>• The student may be referred to the Reflection Room during play times to support the improvement of behaviour.</li> <li>• In consultation with a teacher the student may be required to complete a Student Reflection Sheet.</li> <li>• The student may be required to complete a supported mediation process.</li> <li>• The student's parents may be requested to attend a meeting (or phone call) to discuss the support of your behavioural issues with some or all of the following persons: class teacher, the Guidance Officer and/or the Principal (or delegate).</li> <li>• The student may be supported through the use of a behaviour contract to scaffold monitoring and feedback processes (see Appendix 6).</li> <li>• The student may be referred for support by the Guidance Officer, School Chaplain and/or the District Behaviour Team.</li> </ul>
<p><b>Intensive Support</b></p> <p>Child manages own behaviour with support from Class/supervising teacher and parents and school based services.</p> <p>Parent contacted and contact maintained by classroom teacher.</p> <p>Support offered by Administration Team and District Behaviour Team.</p>	<p>Students requiring Intensive Support may be exhibiting one or more of the following behaviours:</p> <ul style="list-style-type: none"> <li>• Continuing to exhibit behaviours listed under Targeted Support</li> <li>• Bringing cigarettes, drugs or alcohol to school</li> <li>• Behaving violently/aggressively in a way that causes injury to students or staff</li> <li>• Using grossly inappropriate/offensive language or gestures. This may include- <ul style="list-style-type: none"> <li>○ Discriminatory comments (e.g. racism or sexism)</li> <li>○ Language or gestures towards school staff</li> <li>○ Inappropriate online behaviour</li> </ul> </li> <li>• Insolence/defiance – intentional refusal to follow instructions</li> <li>• Bringing potentially dangerous weapons to school including knives (See Appendix 3)</li> <li>• Other serious and/or repeated unreasonable, unacceptable or dangerous behaviour.</li> </ul>	<p>Support strategies as listed above plus:</p> <ul style="list-style-type: none"> <li>• On return from possible suspension the student's parents will be required to attend a meeting to discuss the support of your behavioural issues with some or all of the following persons - class teacher, the Guidance Officer and the Principal (or delegate). In consultation with the student's parents, support structures may include- <ul style="list-style-type: none"> <li>○ Gradual re-entry to school</li> <li>○ Gradual re-entry to class</li> <li>○ Adjustments to play times and/or areas</li> </ul> </li> <li>• On return from possible suspension the student may be supported through the use of a behaviour contract. Consultation with the student will take place when considering the time allocated to reform inappropriate behaviour on a long term basis.</li> </ul>

## 5. 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.

### 5.1 Basic defusing strategies

#### *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).

#### *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 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).

#### *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).

#### *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).

### 5.2 Physical Intervention

Please Note: Staff discussions highlight potential legal issues associated with any sort of physical intervention. At BMSS, staff are made aware that any such intervention should only be used as a last resort in critical situations.

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

### **Record keeping**

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

- incident report (Appendix 3)
- Health and Safety incident record (link)

## **6. Consequences for unacceptable behaviour (Minor & Major)**

Burpengary Meadows SS 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. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Please note that these processes are not limited to behaviours that occur during the school day but that they may be applied to any behaviour that affects the good order and management of the school (including before/after school, while travelling to/from school and/or relevant inappropriate online behaviour).

Consequences are aligned with Levels of Support as detailed in the tables above. To promote consistency in the management of misbehaviour we have generally classified misbehaviour into two categories. These are:

- Minor problem behaviour is handled by staff members at the time it happens. This category aligns with Minor Support in the table above
- Major problem behaviour is referred directly to the school's Reflection Room and/or Administration team. This category aligns with Targeted & Intensive Support in the tables above and below

### **6.1 Minor Misbehaviours (Universal Support)**

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

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

<b>Support Status</b>	<b>Behaviours (Minor)</b>	<b>Consequences (Examples Only – Not Exhaustive)</b>
<p><b>Universal Support</b></p> <p>Child manages own behaviour with support from class/supervising teacher.</p>	<p>Students requiring this level of support may be exhibiting one or more of the following behaviours:</p> <ul style="list-style-type: none"> <li>• Misbehaving in the playground (includes rough, careless and/or unsafe play). E.g. play fighting.</li> <li>• Disrupting others from learning in classroom</li> <li>• Repeated failure to attempt school work</li> <li>• Not following instructions</li> <li>• Harassing others</li> <li>• Using mild inappropriate language or gestures</li> <li>• Non-compliance with the school dress code (See Appendix 5)</li> </ul> <p><i>NB. This includes any behaviour outside of school that affects the good order and management of the school (E.g. incidents that occur before/after school, while travelling to/from school and/or online). In these instances, relevant processes will be applied at the Principal's discretion (or delegate).</i></p>	<ul style="list-style-type: none"> <li>• There may be some school-based activities that the student is not permitted to attend.</li> <li>• The student be asked to complete work in his/her own time;</li> <li>• The student may receive a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.</li> <li>• See Appendix 5 for appropriate consequences relating to Dress Code breaches.</li> </ul>

## 6.2 Major Misbehaviours (Targeted & Intensive Support)

**Major** behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Reflection Room and/or Administration

**Major** behaviours result in an immediate referral to the Reflection Room and/or Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the Behaviour Referral Form and directs the student to the Reflection Room and/or Administration.

Support Status	Behaviours (Major)	Consequences (Examples Only – Not Exhaustive)
<p><b>Targeted Support</b></p> <p>Child manages own behaviour with support from class/supervising teacher and parents and school based services.</p> <p>Parent contacted and contact maintained by classroom teacher.</p> <p>Some support offered by Administration Team and/or District Behaviour Team.</p>	<p>Students requiring Targeted Support may be exhibiting one or more of the following behaviours:</p> <ul style="list-style-type: none"> <li>• Continuing to exhibit behaviours listed under Minor Support</li> <li>• Stealing</li> <li>• Behaving violently/aggressively. E.g. fighting</li> <li>• Using inappropriate/offensive language, gestures or actions (including online behaviour)</li> <li>• Insolence/defiance – intentional refusal to follow instructions</li> <li>• Truancy</li> </ul> <p><i>NB. This includes any behaviour outside of school that affects the good order and management of the school (E.g. incidents that occur before/after school, while travelling to/from school and/or online). In these instances, relevant processes will be applied at the Principal's discretion (or delegate).</i></p>	<ul style="list-style-type: none"> <li>• The student may be stood down from any positions of responsibility.</li> <li>• Whilst receiving Targeted Behaviour Support, the student may not be permitted to attend any interschool sport, excursions, camps or other extra-curricular activities.</li> <li>• The student may be detained after school (as per EQ guideline). Parents/caregivers will be notified at least one-day prior.</li> <li>• Behaviour is likely to be permanently recorded on OneSchool.</li> <li>• The student may be withdrawn to the office (or other suitable 'in-school' location) for supervised, alternate class time and play time.</li> <li>• The student may be suspended from school. This suspension may be short-term (1 to 5 days) or long-term (6 to 20 days).</li> </ul>
<p><b>Intensive Support</b></p> <p>Child manages own behaviour with support from Class/supervising teacher and parents and school based services.</p> <p>Parent contacted and contact maintained by classroom teacher.</p> <p>Support offered by Administration Team and District Behaviour Team.</p>	<p>Students requiring Intensive Support may be exhibiting one or more of the following behaviours:</p> <ul style="list-style-type: none"> <li>• Continuing to exhibit behaviours listed under Targeted Support</li> <li>• Bringing cigarettes, drugs or alcohol to school</li> <li>• Behaving violently/aggressively in a way that causes injury to students or staff</li> <li>• Using grossly inappropriate/offensive language, gestures or actions. This may include- <ul style="list-style-type: none"> <li>○ Discriminatory comments (e.g. racism or sexism)</li> <li>○ Language or gestures towards school staff</li> <li>○ Inappropriate online behaviour</li> </ul> </li> <li>• Insolence/defiance – intentional refusal to follow instructions</li> <li>• Bringing potentially dangerous weapons to school including knives (See Appendix 3)</li> <li>• Other serious and/or repeated unreasonable, unacceptable or dangerous behaviour.</li> </ul> <p><i>NB. This includes any behaviour outside of school that affects the good order and management of the school (E.g. incidents that occur before/after school, while travelling to/from school and/or online). In these instances, relevant processes will be applied at the Principal's discretion (or delegate).</i></p>	<ul style="list-style-type: none"> <li>• The student may be stood down from any positions of responsibility.</li> <li>• Whilst receiving Intensive Behaviour Support, the student may not be permitted to attend any interschool sport, excursions, camps or other extra-curricular activities.</li> <li>• The student may be detained after school (as per EQ guideline). Parents/caregivers will be notified at least one-day prior.</li> <li>• Behaviour is likely to be permanently recorded on OneSchool.</li> <li>• The student may be withdrawn to the office (or other suitable 'in-school' location) for supervised, alternate class time and play time.</li> <li>• The student may be suspended from school. This suspension may be short-term (1 to 5 days) or long-term (6 to 20 days).</li> <li>• The student may be subject to a 'proposal to exclude' or a 'recommendation to exclude'. If the student is excluded from Burpengary Meadows State School he/she will not be able to attend this school and in some cases you will not be able to attend other state schools in Queensland.</li> </ul>

## 6.2(a) The Reflection Room

The Reflection Room represents a supported reflection environment for children who are experiencing difficulty with social and emotional behaviours.

The Reflection Room operates on a daily basis from 11.00am – 11.20am (playtime 1<sup>st</sup> break) and 1.10pm – 1.30pm (playtime 2<sup>nd</sup> break).

Students are referred to the Reflection Room, for behavioural and social support, after exhibiting inappropriate social behaviours towards other students, staff and visitors during the school day.

Whilst attending the Reflection Room students undertake and complete an individual reflection sheet where students reflect on the problem behaviour and offer solutions to help improve their behaviour in similar situations. They also engage in positive conversations with the supervising teacher, discussing their referral reason, triggers for their behaviours, the consequences of their behaviours and future strategies to cope and deal with the identified triggers.

After completing their reflection sheet students are responsible for having their sheet signed off by a member of the Administration team, Class teacher and Parent.

Students who are identified as having attended the Reflection Room on 3 occasions during one week or 5 occasions during one term are then required to meet with Administration to discuss their behaviour.

All information is stored in an electronic database that can be manipulated to provide data for the identification of students in need of additional behaviour support.

## 7. Network of student support

Students at Burpengary Meadows SS are supported through positive reinforcement and a system of general, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Adopt-A-Cop

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

- 'Wrap Around' Service
- 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.

Burpengary Meadows SS 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, and
  - receive adjustments appropriate to their learning and/or impairment needs

## 1. 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 2. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

## 11. Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of School Behaviour for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of School Behaviour for School Students Travelling on Buses

## Endorsement

Principal

P&C President or  
Chair, School Council

Regional Executive Director or  
Executive Director (Schools)

Date effective:

Effective Date: 1 January 2013 – 31 December 2016

## Student Use of Personal Technology Devices\* at School

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

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 (but not limited to)

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft and also the potential for misuse and distraction/disruption to teaching and learning. 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 discipline.

### 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 or may only be returned in the presence of a parent at the Principal's discretion.

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 may 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:

- Clearly labelled with the student's name
- Signed in at the school office upon arrival at school
- Signed out upon departure

Personal technology devices may never be used by students during the school day or on school property.

### 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 Burpengary Meadows SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

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

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and 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 QPS.

### **Text communication**

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

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment. 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 she/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.

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

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying and Inappropriate Online Behaviour)

#### Purpose

Burpengary Meadows SS 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 and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Burpengary Meadows SS. 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.

Bullying behaviours that will not be tolerated at Burpengary Meadows SS include (but are not limited to):

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging
- sending offensive or degrading images by phone or internet
- producing offensive graffiti
- gossiping
- excluding people from groups
- giving the 'evil eye' or other intentional gestures
- manipulating friendships
- spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Burpengary Meadows SS there is broad agreement among students, staff and parents that any observable and measurable behaviour that harasses, intimidates or hurts another person either physically or emotionally is categorically unacceptable in the school community.

## **Anti-Bullying Strategies**

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 general behaviour support practices will be maintained at all times. This will ensure that:

- Our general behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school. The “High 5” Strategy for dealing with unwanted behaviours from others has a strong profile in the school. It is frequently promoted at whole-school assemblies and is the subject of lessons taught in class. The “High 5” also forms the basis for frequent supportive discussions between teachers and students.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in all areas of the school
- A high level of quality, active supervision is a permanent staff routine in all 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.

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. The program teaches the 5-step process (High 5) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander.

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. Therefore a significant additional step is included at Burpengary Meadows where we ‘call’ the behaviour of bullies. This is achieved by surveying all students in Years 2-7 to anonymously identify students who are frequently demonstrating bullying behaviours. A subsequent support process is enacted for identified students.

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

A community information brochure including a table detailing BMSS pro-active and re-active anti-bullying strategies is included over the page. This information is published to parents each year.

*"Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature."*

In the Professional Reading Guide for Educational Administrators, Vol. 21, 1, Feb/March 2000, Ken Rigby explains about bullying:

*"It is not the same thing as "aggression" or "violence," although elements of these may be present when bullying occurs. It is not simply a desire to hurt. Bullying is actual hurtful behaviour directed by more powerful individuals or groups against those who are less powerful. It is not the same thing as fighting or quarrelling between people of about the same strength. It is typically repeated, often enjoyed by the bully or bullies, It is never justified."*

<b>Action Policy - Proactive (Preventative)</b>	
<b>Strategies</b>	<b>Details</b>
Working Constructively with Parents	Teachers and Admin work with parents to inform and/or assist them in relation to identifying and resolving bullying issues that may arise.
Anti-Bullying Audit	Students participate in a series of lessons to help them understand and effectively deal with bullying if it occurs. At the conclusion of these lessons, the Deputy Principal (or delegate) administers a Survey of students (Yrs 2-7) to nominate bullies and victims anonymously. Teachers confidentially collate the responses and send data to the office. The Principal and Deputy Principal use this data to identify students with significant nominations as bullies. These students are supported through an interview with the Admin team and communication with their parents. The child, the Admin Team and the family work together towards helping nominated students to change their behaviours.  Similarly, the victims of repeated bullying are targeted for support to build assertiveness and resilience.
Social Skills Program (incl. 'The High Five' & School Code)	Classroom lessons to help children understand how and why people behave, including the development of strategies to get along with others and avoid harassment. Students are taught and repeatedly encouraged to use the 'High Five' when dealing with concerns.
Health & Physical Education	In a strand titled 'Personal Development' the syllabus deals with issues including self esteem, communication, conflict resolution and forming relationships with others.
Uniform Policy	To discourage 'Exclusion Bullying' on the basis of dress and 'cool' clothing status symbols.
Playground Supervision	Vigilance and presence of staff members at playtime. School staff have collaboratively developed and published expectations and procedures for all Duty Areas. Periodic review of these guidelines encourages consistency and vigilance during playground supervision. School staff frequently re-visit the management of playground behaviour concerns at weekly staff meetings.
Learning Enhancement Committee	This group of Specialist Staff (e.g. Special Needs Teacher, Learning Support Teacher, Guidance Officer, Deputy Principal) meets fortnightly to identify support needs and develop support programs for individual children who it is considered may be at risk academically, socially or emotionally.
Supported Play (Games Room)	One function of this area is for withdrawal of selected children experiencing difficulty in behaving appropriately in the playground. These students are withdrawn to a closely supervised, separate, indoor play area which focuses on improving students' skills for appropriate play and socialisation.
Class Meetings	These are regularly held as a forum (formal and/or informal) where students can raise issues of concern under the supervision of the class teacher.
CyberSafety and Appropriate Online Behaviour	The school provides a CyberSafety Workshop to all students in Years Four to Seven (no cost to students). Additionally, these behaviours are addressed by class teachers and administrators when needs arise. Staff are encouraged to use resources from <a href="http://education.qld.gov.au/student-services/behaviour/qaav/docs/cybersafety-cyberbullying.pdf">http://education.qld.gov.au/student-services/behaviour/qaav/docs/cybersafety-cyberbullying.pdf</a> when dealing with these concerns. Parents are provided with advice about important related issues in the school's newsletter. Parents are encouraged to refer to <a href="http://education.qld.gov.au/student-services/behaviour/qaav/docs/cybersafety-cybersafetyprintfriendlyguide.pdf">http://education.qld.gov.au/student-services/behaviour/qaav/docs/cybersafety-cybersafetyprintfriendlyguide.pdf</a> for information relating to these concerns.

<b>Action Policy - Reactive</b>	
<b>Strategies</b>	<b>Details</b>
Behaviour Management	Our school's Behaviour Management Policy promotes a safe and supportive school environment. In the first instance, unsafe, disrespectful and inappropriate behaviour towards others will be dealt with by class teachers and playground duty staff. Strategies may include: <ul style="list-style-type: none"> <li>• Discussion with and/or redirection from a teacher.</li> <li>• Thinking Chair/Time Away</li> <li>• Buddy Teacher.</li> <li>• Withdrawal from Play and/or privileges.</li> <li>• Referral to Reflection Room</li> <li>• Referral to Admin.</li> <li>• Parent Contact.</li> </ul>
Admin Investigation	In the event of suspected bullying, the matter is directed to admin, where it is investigated as a matter of priority.
Disciplinary Absence (Suspension)	In the event of severe bullying or repeated bullying and in the event of retaliation for being reported as a bully, suspension, proposal to exclude or recommendation to exclude are seriously considered.

# WORKING TOGETHER TO KEEP BURPENGARY MEADOWS STATE SCHOOL SAFE

*(An Education Qld & BMSS Policy to Keep Knives Out of School)*

We can work together to keep knives out of school. At Burpengary Meadows SS (BMSS):

- 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 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 including suspension, proposal to exclude or 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 Burpengary Meadows 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 office to make an appointment with the Principal (or delegate).

## Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

### Questions for staff

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

### Questions for student

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

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

## BMSS Student Dress Code

Our students are required to:

- wear the school uniform on a daily basis
- be of neat and tidy appearance at all times
- wear enclosed shoes
- wear a 7cm wide brimmed navy hat while engaged in outdoor activities
- wear the uniform when representing our school in community activities

Our Dress Code enables students to participate fully in all school activities and contributes to, and supports, a healthy and safe learning environment in compliance with Anti-Discrimination Act 1991 (Qld), Workplace Health and Safety Act 1989 (Qld), and Gender Equity in Education Policy Statement 1992.

Our uniforms reflect current recommended Departmental Sun Safety material and style.

### Principles

Our Dress Code addresses all of the following principles:

- Responsiveness and sensitivity
- Access and participation
- Upholding community expectations
- School community awareness
- Continuity and fair trade practice (as adequate availability of full school uniforms cannot be assured through retailers, our school has undertaken to sell uniforms, - hats, shirts, shorts - complying with Policy Statement No. 40)

Our **Dress Code** takes into account the following considerations:

- Personal comfort
- Non-discrimination between sexes
- Body shape
- Practical religious or cultural considerations
- Socio-economic factors, including mobility patterns of families
- Skin cancer protection
- Particular dress requirements for specific school activities, including extra-curricular activities
- Health and safety, including restriction of jewellery and protective equipment for contact sports
- Commercial supply or competition

Student dress standards should promote the good image of our school and encourage students to uphold and enhance that image.

The Burpengary Meadows State School Student Dress Code consists of an agreed standard and items of clothing, which include a school uniform that students wear when:

- Attending or representing their school
- Traveling to and from school
- Engaging in school activities out of school hours

Students, whilst involved in school activities, are to wear:

The full BMSS school uniform on a daily basis as prescribed by the available choice.

- School designed Polo Shirt – Navy/Red. To be tucked in on the first bell of each Learning session and for the duration of each Learning session.
- School approved Shorts/Skorts (Standard two-pocket school short only) – Navy. Cargo shorts, Board shorts, basketball shorts and football shorts are not permitted. Boxer shorts or similar underwear should not be seen above or below shorts or skorts.
- School approved Broad Brimmed Hat – Navy.
- Predominantly white sports socks.
- School shoes must be predominantly white or predominantly black. Multi-coloured laces are not appropriate. Shoe styles must be fully enclosed and support physical activity at school. 'Joggers/Runners' are recommended. Skate shoes and 'slip-on' shoes are not preferred styles.

Students are permitted to wear one set of earrings, preferably studs (safety). Other body piercing is not permitted at school.

Students are not permitted to wear any form of Necklace, Bracelet or Anklet (safety) except for Medic Alert identification.

Students are not permitted to wear nail polish, make-up or similar cosmetics. Nails are to be kept at a safe length (e.g. along netball guidelines). Synthetic nails are not permitted.

Students may wear a single signet ring with a smooth surface. No other rings are permitted.

Students may wear an appropriate watch that does not disrupt the learning of the class.

Long hair should be kept back to promote good hygiene and so that it doesn't interfere with student learning. Hair ties and head bands are to be plain and practical, and in school colours only.

Hair styles are to be neat, practical and natural. This includes both hair colour and styling. Inappropriate hair styles include mohawks, tracks and unnatural hair colours (e.g purple, green etc). Excessive use of 'hair product' is strongly discouraged.

Please note that on occasion, uniform-free days (free dress days) may be granted directly by the Principal, or via the P&C or Student Council who negotiate with the Principal to arrange the granting of the right on behalf of the students. In granting this right in exchange for a cash payment, the school community has made a supply of that right to the student in exchange for the consideration of a gold coin. These days are usually to support a school cause or charity.

As per the Education Queensland Policy and Procedure Register, Burpengary Meadows SS reserves the right to impose sanctions on a once only basis per episode of non-compliance with the school dress code. Sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:

- Written communication to the parent to describe the non-compliance and seek to resolve the issue
- Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs)
- Preventing student from attending, or participating in, any activity for which student is representing school, or preventing student from attending or participating in any school activity that is not an essential school educational program.

Where exceptional circumstances or individual student needs exist, the school Principal (or delegate) may enact the following processes at their discretion:

- Temporary exemption processes (e.g. an exemption card)
- Alternative arrangements for a set period of time upon receipt of written request from parent
- Opportunities to wear relevant items of dress code from a bank of items held at school.

The P & C of Burpengary Meadows State School resolves that it supports a student dress code for Burpengary Meadows State School because it believes that a student dress code at Burpengary Meadows State School promotes objectives of Education (General Provisions) Act 2006.

In particular, the P & C of Burpengary Meadows State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school;
- Eliminating distraction of competition in dress and fashion at school;
- Fostering a sense of belonging; and
- Developing mutual respect among students through minimising visible evidence of economic or social differences.

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Principal  
Burpengary Meadows SS

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P&C President  
Burpengary Meadows SS

## Appendix 6 – Behaviour Support Contract (Monitor & Feedback) – Example Only

**Name:** Student

**Class:** XX

**Date of Commencement:** XX

**Target Behaviours (TB):**

1. **Communicating respectfully whilst interacting with peers and staff:**
  - No Put Downs/Insults
  - No Arguing
  - No Swearing
2. **Controlling disruptive behaviours:**
  - Listen to and follow instructions
  - Participate in class work to best ability
3. **Being safe**
  - Keep hands and feet to self at all times

- Sheet to remain on teacher's desk (class or specialist).
- Student to take sheet to all lessons.
- Teacher(s) to award marks out of ten for each target behaviour session by session. This is best done in negotiation with the Student.
- Student brings sheet to Admin for review meeting DAILY at 2.30 pm.
- Goals (eg. points) are reviewed with Deputy each day.
- Celebrations are negotiated with teacher/deputy when goals are reached.
- Student takes sheet home WEEKLY for parents to read and sign.

GOAL: Achieve 7+ in each category for each day.		Fri 20/04	Monday	Tuesday	Wednesday	Thursday
Morning /10	TB 1					
	TB 2					
	TB 3					
EATING						
PLAY						
Middle /10	TB 1					
	TB 2					
	TB 3					
EATING & PLAY						
Afternoon /10	TB 1					
	TB 2					
	TB 3					
<b>DAILY TOTAL /120</b>						
Teacher Sign/Comment						
Admin Sign/Comment						

Whilst being supported with this contract, **STUDENT** will be required to attend the Reflection Room each play session to take part in constructive conversation relating to positive social behaviour.

The responsibility of the teacher/s is to monitor **STUDENT's** behaviour each school, eating and play session. Please rate /10 each goal behaviour for each session.

**STUDENT** is to meet with the Principal/Deputy Principal at **2.30pm** each day to discuss this contract. It is **STUDENT's** responsibility to take care of this contract. **This is a One Week/Two Week Support Contract.** **STUDENT** must demonstrate responsible behaviour for the duration of the contract and then negotiate a reduction of support with the Principal/Deputy. Continued misbehaviour may result in an extension of the contract or suspension from school (at the discretion of the Principal). Please note that students on contract are not permitted to participate in school special events/occasions, excursions and/or camps (as per BMSS Responsible Behaviour Plan for Students).

If **STUDENT** loses this contract, this contract will recommence from the beginning.

Signed: \_\_\_\_\_  
Principal/Deputy Principal
Student
Parent