



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**

Burpengary Meadows 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.

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.

Burpengary Meadows State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

### **2. Consultation and data review**

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

- survey distribution (QSR 2013)
- Behaviour Audit 2014
- related information published regularly in school communication
- regular data analysis and forum meetings (RBP Committee 2009 to 2018)
- reporting to, and consultation with, the P&C at monthly meetings
- collaborative policy development (draft 2015) with the RBP Committee
- collaboration with Guidance Officer Intensive Behaviour (GOIB)
- draft policy review with a P&C representative

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, in 2019.

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

All areas of Burpengary Meadows State School are teaching and learning 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. We are implementing Education Queensland's Code of Behaviour in conjunction with Essential Skills for Classroom Management (ESCM).

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 State School 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 (TABLE A – BMSS Behaviour Benchmarks) are plain to everyone, assisting Burpengary Meadows 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 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**

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**

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

**Be responsible**

**Participate with teamwork and enthusiasm**

A set of behavioural expectations has been attached to each of our three school rules. TABLE A (p. 5) communicates these behavioural expectations aligned with each element of the school's Code of School Behaviour.

The first step in facilitating standards of positive behaviour is communicating these standards to **all** students. At Burpengary Meadows 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 which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- behaviour lessons conducted by classroom teachers
- reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Burpengary Meadows State School 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
- BMSS Behaviour Leadership Team regularly provides information to staff and parents, and support to others in sharing successful practices
- comprehensive induction programs in the Burpengary Meadows State School Responsible Behaviour Plan for Students delivered to new teachers
- individual support documents (e.g. profiles, plans) 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

**TABLE A – Burpengary Meadows State School – Behaviour Benchmarks**

		A	B	C	D	E
RESPECT	Be Safe	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Keeps hands, feet & objects to themselves <input type="checkbox"/> Treats people and things gently and respectfully	The Student: <input type="checkbox"/> Keeps hands, feet & objects to themselves <input type="checkbox"/> Treats people and things gently and respectfully	The Student <b>USAULLY</b> : <input type="checkbox"/> Keeps hands, feet & objects to themselves <input type="checkbox"/> Treats people and things gently and respectfully	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Keeps hands, feet & objects to themselves <input type="checkbox"/> Treats people and things gently and respectfully	The Student <b>RARELY</b> : <input type="checkbox"/> Keeps hands, feet & objects to themselves <input type="checkbox"/> Treats people and things gently and respectfully
	Show care and compassion	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Helps Others <input type="checkbox"/> Shows compassion and understanding <input type="checkbox"/> Is helpful & kind <input type="checkbox"/> Forgives others <input type="checkbox"/> Is friendly	The Student: <input type="checkbox"/> Helps Others <input type="checkbox"/> Shows compassion and understanding <input type="checkbox"/> Is helpful & kind <input type="checkbox"/> Forgives others <input type="checkbox"/> Is friendly	The Student <b>USAULLY</b> : <input type="checkbox"/> Helps Others <input type="checkbox"/> Shows compassion and understanding <input type="checkbox"/> Is helpful & kind <input type="checkbox"/> Forgives others <input type="checkbox"/> Is friendly	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Helps Others <input type="checkbox"/> Shows compassion and understanding <input type="checkbox"/> Is helpful & kind <input type="checkbox"/> Forgives others <input type="checkbox"/> Is friendly	The Student <b>RARELY</b> : <input type="checkbox"/> Helps Others <input type="checkbox"/> Shows compassion and understanding <input type="checkbox"/> Is helpful & kind <input type="checkbox"/> Forgives others <input type="checkbox"/> Is friendly
	Respect people, property and the environment	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Follows instructions (given by any adult) <input type="checkbox"/> Speaks with courtesy and respect. <input type="checkbox"/> Treats others with dignity <input type="checkbox"/> Follows the school rules <input type="checkbox"/> Respects self	The Student: <input type="checkbox"/> Follows instructions (given by any adult) <input type="checkbox"/> Speaks with courtesy and respect. <input type="checkbox"/> Treats others with dignity <input type="checkbox"/> Follows the school rules <input type="checkbox"/> Respects self	The Student <b>USAULLY</b> : <input type="checkbox"/> Follows instructions (given by any adult) <input type="checkbox"/> Speaks with courtesy and respect. <input type="checkbox"/> Treats others with dignity <input type="checkbox"/> Follows the school rules <input type="checkbox"/> Respects self	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Follows instructions (given by any adult) <input type="checkbox"/> Speaks with courtesy and respect. <input type="checkbox"/> Treats others with dignity <input type="checkbox"/> Follows the school rules <input type="checkbox"/> Respects self	The Student <b>RARELY</b> : <input type="checkbox"/> Follows instructions (given by any adult) <input type="checkbox"/> Speaks with courtesy and respect. <input type="checkbox"/> Treats others with dignity <input type="checkbox"/> Follows the school rules <input type="checkbox"/> Respects self
BELIEVE	Have a go	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Participates to their best ability in all aspects of school <input type="checkbox"/> Challenges themselves in learning and relationships	The Student: <input type="checkbox"/> Participates to their best ability in all aspects of school <input type="checkbox"/> Challenges themselves in learning and relationships	The Student <b>USAULLY</b> : <input type="checkbox"/> Participates to their best ability in all aspects of school <input type="checkbox"/> Challenges themselves in learning and relationships	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Participates to their best ability in all aspects of school <input type="checkbox"/> Challenges themselves in learning and relationships	The Student <b>RARELY</b> : <input type="checkbox"/> Participates to their best ability in all aspects of school <input type="checkbox"/> Challenges themselves in learning and relationships
	Demonstrate a positive attitude	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Uses positive and encouraging words <input type="checkbox"/> Shows an enthusiastic, helpful and constructive outlook	The Student: <input type="checkbox"/> Uses positive and encouraging words <input type="checkbox"/> Shows an enthusiastic, helpful and constructive outlook	The Student <b>USAULLY</b> : <input type="checkbox"/> Uses positive and encouraging words <input type="checkbox"/> Shows an enthusiastic, helpful and constructive outlook	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Uses positive and encouraging words <input type="checkbox"/> Shows an enthusiastic, helpful and constructive outlook	The Student <b>RARELY</b> : <input type="checkbox"/> Uses positive and encouraging words <input type="checkbox"/> Shows an enthusiastic, helpful and constructive outlook
	Show understanding, tolerance and inclusion	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Is tolerant and accepts differences. <input type="checkbox"/> Avoids 'bossing' and manipulating others <input type="checkbox"/> Shows patience and flexibility <input type="checkbox"/> Includes others	The Student: <input type="checkbox"/> Is tolerant and accepts differences. <input type="checkbox"/> Avoids 'bossing' and manipulating others <input type="checkbox"/> Shows patience and flexibility <input type="checkbox"/> Includes others	The Student <b>USAULLY</b> : <input type="checkbox"/> Is tolerant and accepts differences. <input type="checkbox"/> Avoids 'bossing' and manipulating others <input type="checkbox"/> Shows patience and flexibility <input type="checkbox"/> Includes others	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Is tolerant and accepts differences. <input type="checkbox"/> Avoids 'bossing' and manipulating others <input type="checkbox"/> Shows patience and flexibility <input type="checkbox"/> Includes others	The Student <b>RARELY</b> : <input type="checkbox"/> Is tolerant and accepts differences. <input type="checkbox"/> Avoids 'bossing' and manipulating others <input type="checkbox"/> Shows patience and flexibility <input type="checkbox"/> Includes others
STRIVE	Do Your Best	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Shows persistence <input type="checkbox"/> Commits to goals and overcomes obstacles	The Student: <input type="checkbox"/> Shows persistence <input type="checkbox"/> Commits to goals and overcomes obstacles	The Student <b>USAULLY</b> : <input type="checkbox"/> Shows persistence <input type="checkbox"/> Commits to goals and overcomes obstacles	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Shows persistence <input type="checkbox"/> Commits to goals and overcomes obstacles	The Student <b>RARELY</b> : <input type="checkbox"/> Shows persistence <input type="checkbox"/> Commits to goals and overcomes obstacles
	Have pride in yourself, others and our school	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Wears full uniform proudly <input type="checkbox"/> Neatly presents self and work <input type="checkbox"/> Takes care of relevant school environments <input type="checkbox"/> Represents the school with dignity	The Student: <input type="checkbox"/> Wears full uniform proudly <input type="checkbox"/> Neatly presents self and work <input type="checkbox"/> Takes care of relevant school environments <input type="checkbox"/> Represents the school with dignity	The Student <b>USAULLY</b> : <input type="checkbox"/> Wears full uniform proudly <input type="checkbox"/> Neatly presents self and work <input type="checkbox"/> Takes care of relevant school environments <input type="checkbox"/> Represents the school with dignity	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Wears full uniform proudly <input type="checkbox"/> Neatly presents self and work <input type="checkbox"/> Takes care of relevant school environments <input type="checkbox"/> Represents the school with dignity	The Student <b>RARELY</b> : <input type="checkbox"/> Wears full uniform proudly <input type="checkbox"/> Neatly presents self and work <input type="checkbox"/> Takes care of relevant school environments <input type="checkbox"/> Represents the school with dignity
	Be responsible	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Is honest <input type="checkbox"/> Accepts accountability for actions <input type="checkbox"/> Amends mistakes and avoids excuses <input type="checkbox"/> Makes smart choices. <input type="checkbox"/> Manages time well and is organised <input type="checkbox"/> Uses the High Five to manage difficult situations	The Student : <input type="checkbox"/> Is honest <input type="checkbox"/> Accepts accountability for actions <input type="checkbox"/> Amends mistakes and avoids excuses <input type="checkbox"/> Makes smart choices. <input type="checkbox"/> Manages time well and is organised <input type="checkbox"/> Uses the High Five to manage difficult situations	The Student <b>USAULLY</b> : <input type="checkbox"/> Is honest <input type="checkbox"/> Accepts accountability for actions <input type="checkbox"/> Amends mistakes and avoids excuses <input type="checkbox"/> Makes smart choices. <input type="checkbox"/> Manages time well and is organised <input type="checkbox"/> Uses the High Five to manage difficult situations	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Is honest <input type="checkbox"/> Accepts accountability for actions <input type="checkbox"/> Amends mistakes and avoids excuses <input type="checkbox"/> Makes smart choices. <input type="checkbox"/> Manages time well and is organised <input type="checkbox"/> Uses the High Five to manage difficult situations	The Student <b>RARELY</b> : <input type="checkbox"/> Is honest <input type="checkbox"/> Accepts accountability for actions <input type="checkbox"/> Amends mistakes and avoids excuses <input type="checkbox"/> Makes smart choices. <input type="checkbox"/> Manages time well and is organised <input type="checkbox"/> Uses the High Five to manage difficult situations
	Participate with teamwork and enthusiasm	The Student <b>CONSISTENTLY and INDEPENDENTLY</b> : <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Acts to ensure that others are safe and happy	The Student: <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Acts to ensure that others are safe and happy	The Student <b>USAULLY</b> : <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Acts to ensure that others are safe and happy	The Student <b>SOMETIMES</b> : <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Acts to ensure that others are safe and happy	The Student <b>RARELY</b> : <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Acts to ensure that others are safe and happy

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

At Burpengary Meadows State School, 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 can be displayed in the classroom and communicated to parents, students and incoming teachers. It provides consistency and continuity in the classroom.

### **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**

At Burpengary Meadows students are recognised for achieving the expected behaviours outlined in the Behaviour Benchmarks Matrix. Throughout each year, teachers explicitly teach the elements of the school Code of Behaviour to their class using a set of whole-school lesson plans.

Our behaviour scheme has three progressive levels of positive behaviour recognition each term. At the commencement of each term, students work towards earning Bronze, then in the middle of each term, students work towards earning Silver and at the end of each term, students work towards earning Gold. The system is deliberately tiered, with expectations for each level of attainment increasing as the term progresses. Students begin each term afresh, and then every three weeks, teachers (including specialist teachers) determine if students have met the ten criteria areas listed in TABLE A. Each eligible student has their individual Behaviour Passport stamped and signed by their teacher. This passport 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 following rounds. These students are able to try again in the next round (e.g. a student who didn't earn Bronze in the first round can earn Bronze during the second round). To recognise their level of attainment each term, class teachers distribute certificates to celebrate each child's finishing behaviour level (e.g. Bronze, Silver or Gold) at the end of each school term. This attainment is also recorded on OneSchool as a Positive Behaviour Record. Students who achieve a Bronze, Silver or Gold Behaviour Level participate in an afternoon of on-campus celebration activities. Whilst all celebration activities are designed to be fun, they are intentionally tiered. Gold activities involve a variety of choices outside of the classroom, Silver activities allow choice and movement around the classroom whilst Bronze activities require students to remain at a desk. Students who do not achieve Gold, Silver or Bronze spend the celebration afternoon in the office (or other suitable location).

Students who maintain a Gold Behaviour Level for each school term, are 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 in the round (i.e. 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, report and record student progress data at the end of each term (i.e. OneNote). 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 (Universal, 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 can be displayed in the classroom and communicated to parents, students and incoming teachers. It provides consistency and continuity in the classroom.

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

Staff at Burpengary Meadows State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' consequences include redirections, giving choices and following through, including removal to Buddy Class and/or Reflection Room for repeated low-level problem behaviours.

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.

TABLE B (p.8) shows examples of how we respond to low-level and infrequent problem behaviour.

### **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.

TABLE B (p.8) 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, support and consequences are only examples and are not an exhaustive list.

### **4.2(c) Physical Restraints (Individual Plan)**

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint

Prevention strategies could include:

- restoring safety in other practicable ways such as removing harmful objects
- employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff
- use of movement limiting and/or protective devices at times of high risk

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- not use physical restraint processes in isolation
- complete the required documentation following a physical restraint (Appendix 4)
- complete documentation according to Student Protection requirements
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures



**TABLE B – Burpengary Meadows State School – Behaviour Support and Consequences Overview**

Support Status	Behaviours	Support (examples only, not exhaustive)	Consequences (examples only, not exhaustive)
<b>Universal</b>	<b>Self-Managing &amp; Self Responsible</b>		
Child manages own behaviour	Students follow the school rules and consistently demonstrate safe, responsible, respectful, cooperative and fair behaviour.	<p>All students are encouraged to maintain high standards of behaviour through:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of Behaviour Lessons relating to the School Code and Classroom Behaviour Support Plan.</li> </ul> <p><b>[ESCM 01] Establishing Expectations</b></p> <ul style="list-style-type: none"> <li>• Have a small number of short, simple rules. Publish them.</li> <li>• Make rules positive – focus on expected behaviours</li> <li>• Discuss rules and consequences with class. Model the behaviour you want e.g. manners, tone of voice</li> </ul> <p><b>[ESCM 02] Giving Instructions</b></p> <ul style="list-style-type: none"> <li>• Use verbal and/or non-verbal attention-gaining prompt to focus student attention</li> <li>• Keep instructions short; be concise. Follow the instruction with a short pause and scan the class</li> <li>• Phrase the instruction as a direction rather than a question. Use "thanks" rather than "please" at the end of an instruction.</li> <li>• Give instructions in a firm calm and measured voice. Use "now" for non-compliance.</li> </ul> <p><b>[ESCM 03] Waiting and Scanning</b></p> <ul style="list-style-type: none"> <li>• After an instruction, pause, remain quiet and look at your students; scan the room for 5-10 seconds to maintain their attention.</li> <li>• When you have their attention, continue your dialogue or prompt them to follow your instruction e.g. start working</li> <li>• Stand still facing the group while scanning the class. Then, prompt students to maintain the quiet focus as they begin work.</li> </ul>	<ul style="list-style-type: none"> <li>• BMSS Gold, Silver &amp; Bronze Program</li> <li>• Class Responsibilities (Messenger, Teacher's Helper, Library Monitor, Tuckshop)</li> <li>• Token/Point/Star Systems (e.g. Individual/Group Goal-Setting)</li> <li>• Individual Class Rewards/Recognition (e.g. Stickers, Books, Stamps, Certificates, Student-Choice Activities, Computer Time, Photo Board)</li> <li>• Inter-Class Responsibilities (e.g. Peer Tutoring)</li> <li>• Communication Book (e.g. Keep In Touch)</li> <li>• Sharing Work With Others (Principal, Deputy, Other Classes, Parents)</li> <li>• Whole Class Rewards (Parties, Fun Days, Games)</li> <li>• Public Recognition/Display of Work (Celebrating Learning Award, Classroom, Foyer, Newsletter)</li> </ul>
<b>Universal</b>	<b>Minor Misbehaviour</b>		
Child manages own behaviour with support from class/supervising teacher.	<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>• Defiance/Disrespect - Low intensity brief failure to follow directions.</li> <li>• Physical Contact - Student engages in non-serious but inappropriate physical contact.</li> <li>• Inappropriate Language - Low intensity language (e.g. shut up, idiot)</li> <li>• Disruption - Low intensity but inappropriate disruption.</li> <li>• Property Misuse - Low intensity misuse of property.</li> <li>• Dress Code - Student wears clothing that is near, but not within, the dress code guidelines defined by the school</li> <li>• Safety - Student engages in brief or low-level safety violation not involving deliberately hurting any other individuals or groups.</li> <li>• Dishonesty - Student engages in minor lying/cheating not involving any other people.</li> <li>• Minor Harassment - Teasing or using minor put downs to another student.</li> </ul>	<p><b>[ESCM 04] Cueing with Parallel Acknowledgement</b></p> <ul style="list-style-type: none"> <li>• Praise someone in close proximity. Follow up with a low-key acknowledgement once on task – Verbal and Non-verbal</li> </ul> <p><b>[ESCM 05] Body Language Encouraging</b></p> <ul style="list-style-type: none"> <li>• Personally understood signals</li> </ul> <p><b>[ESCM 06] Descriptive Encouraging</b></p> <ul style="list-style-type: none"> <li>• Privately or to the group</li> <li>• Positive communication with home</li> </ul> <p><b>[ESCM 07] Selective Attending</b></p> <ul style="list-style-type: none"> <li>• For off-task or inappropriate behaviour that is not seriously disrupting others</li> </ul> <p><b>[ESCM 08] Redirecting to the Learning</b></p> <ul style="list-style-type: none"> <li>• Questioning to redirect (Where should you be? What should you be doing?)</li> <li>• Non-Verbal redirection (eye contact, head/hand movement, smile etc). Non-verbal directional action.</li> <li>• Proximity</li> <li>• Pause in talk</li> <li>• Individual close talk</li> <li>• Humour</li> <li>• Call student's name</li> <li>• Oral directional phrase</li> </ul> <p><b>[ESCM 09] Giving A Choice</b></p> <ul style="list-style-type: none"> <li>• Calm, measured and firm voice in close proximity. E.g. "Your choices are to work without disrupting others or move to the Thinking Area"</li> <li>• Allow time then follow through</li> </ul>	<p><b>[ESCM 10] Follow Through</b> - After three opportunities to improve minor behaviour or immediately for severe behaviour</p> <ul style="list-style-type: none"> <li>• Strikes/Warnings (often displayed visually)</li> <li>• Thinking Time (in class)</li> <li>• Buddy Class</li> <li>• Loss of Class Privileges</li> <li>• Restitution (e.g. apology/repair damage/complete work)</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> </ul>
<b>Targeted</b>	<b>Major Misbehaviour</b>		
<p>Child manages own behaviour with support from class/supervising teacher and parents and school based services.</p> <p>Parent may be contacted and may be maintained between parent and classroom teacher.</p> <p>Some support maybe offered by Administration 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 including persistently disruptive behaviour affecting others.</li> <li>• Bullying, harassment and/or threats to others (including online behaviour)</li> <li>• Physical misconduct including behaving violently/aggressively (e.g. fighting).</li> <li>• Using inappropriate/offensive language, gestures or actions (including online behaviour)</li> <li>• Defiant and/or threat/s to adults including insolence and/or intentional refusal to follow instructions</li> <li>• Non-compliant with routine</li> <li>• Refusal to participate in program of instruction</li> <li>• Repeated/ongoing non-compliance with the school dress code (See Appendix 1)</li> <li>• Truant, skip class and/or persistently late to class</li> <li>• Information Technology (IT) misconduct (including online behaviour)</li> <li>• Lying/cheating</li> <li>• Misconduct involving object</li> <li>• Property misconduct including stealing, vandalism and other serious property misuse or damage</li> <li>• Possess prohibited items</li> <li>• Other conduct prejudicial to the good order and management of the school</li> </ul>	<p>Support strategies as listed above and/or:</p> <ul style="list-style-type: none"> <li>• The student may be referred to the Reflection Room and/or Supported Play during play times to support the improvement of behaviour. In consultation with a teacher the student may be required to complete a Student Reflection Sheet to be presented to the Principal/Deputy then Class Teacher and taken home to Parents (student responsibility).</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 2).</li> <li>• The student may be referred for support by the Learning Enhancement Committee, Guidance Officer, School Chaplain and/or outside agencies.</li> <li>• The student may be required to complete a supported mediation process.</li> <li>• An Individual Behaviour Support Plan (IBSP) may be developed with/for the student.</li> <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 but are not limited to- <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>• Planned or Emergency Restraint may be used as per guidelines (pp.9&amp;10).</li> </ul>	<p>Consequences listed above and/or:</p> <ul style="list-style-type: none"> <li>• Reflection Room and/or Office Referral</li> <li>• Teacher/Parent Discussion</li> <li>• Behaviour Monitoring &amp; Feedback Form</li> <li>• There may be some school-based activities that the student is not permitted to attend and/or participate in.</li> <li>• The student may be suspended from, or 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 detained in the office (or other suitable 'in-school' location) for the whole-day or part-day including both class times and play times. These detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.</li> <li>• The student may be suspended from school. This suspension may be short-term (1 to 10 days) or long-term (10 to 20 days). Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.</li> </ul>
<b>Intensive</b>	<b>Major Misbehaviour</b>		
<p>Child manages own behaviour with support from class/supervising teacher and parents and school-based services.</p> <p>Parent may be contacted and may be maintained between parent and classroom teacher.</p> <p>Support may be offered by Administration Team additional support staff (e.g. Guidance Officer Intensive Behaviour) and/or outside agencies (e.g. Regional Office, Early Years Centre, Child Youth Mental Health).</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>• Substance misconduct involving tobacco and other legal substances</li> <li>• Substance misconduct involving illicit substance</li> <li>• Behaving violently and/or aggressively in a way that causes injury to students or staff</li> <li>• Using grossly inappropriate and/or 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>• Bringing potentially dangerous weapons to school including knives (See Appendix 3)</li> <li>• Other serious misconduct prejudicial to the good order and management of the school including repeated, unreasonable, unacceptable or dangerous behaviour.</li> </ul>	<p>Support strategies as listed above and/or:</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> <li>• Planned or Emergency Restraint may be used as per guidelines (pp.9&amp;10).</li> </ul>	<p>Consequences listed above and/or:</p> <ul style="list-style-type: none"> <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). Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered</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>

## 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 and Restraints – Immediate or Emergency Response

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 State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury or serious property damage.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate 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
- causing serious property damage

Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student's physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

More moderate 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 and restraints must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention or restraint is not to be used as a response to:

- school disruption
- refusal to comply
- verbal threats
- property destruction, unless serious
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result
- take into account the age, stature, disability, understanding and gender of the individual student

### **Debriefing**

Following each instance involving the use of physical restraint:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

### **Record Keeping**

Each instance involving the use of physical restraint must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. Following each instance involving the use of physical restraint, the following records are to be maintained:

- Physical Intervention Incident Report (*Appendix 4*)
- Record of Debriefing

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

Burpengary Meadows State School 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. Minor behaviours are monitored through the use of *the Buddy Class Referral Form (Appendix 6)*. A Behaviour Referral Form (*Appendix 7*) is used to record all multiple minor and major problem behaviour.

Specific policies have been developed to address:

- Working Together to Keep Knives Out of School (Appendix 3)
- The Use of Personal Technology Devices\* at School (Appendix 8)
- Procedures for Preventing and Responding to Incidents of Bullying - including Cyberbullying and Inappropriate Online Behaviour (Appendix 9)

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 TABLE B (p.8).
- Major problem behaviour is referred directly to the school's Reflection Room and/or Administration team. This category aligns with Targeted & Intensive Support in TABLE B (p.8).

### **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:

- staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- 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 (e.g. Thinking Chair), individual meeting with the student, apology, restitution or detention for work completion (e.g. Buddy Class).

### **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 appropriate Referral Form. The student is then directed to 'Reflection Room' or school Admin Team to allow the opportunity to review appropriate school and class expectations. Often, a 'Re-entry' process is completed by Admin using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

## 6.2(a) The Reflection Room

The Reflection Room is a detention consequence that includes supported reflection for children who require targeted and intensive behaviour support.

The Reflection Room operates on a daily basis from 11.00am to 11.35am (playtime 1<sup>st</sup> break) and 1.15pm to 1.35pm (playtime 2<sup>nd</sup> break).

Students are referred to the Reflection Room, for behavioural and social support, after exhibiting misbehaviours that require Targeted and/or Intensive Support.

In the Reflection Room students generally undertake and complete an individual reflection sheet where they reflect on the problem behaviour and offer solutions to help improve their behaviour in similar situations. They also engage in restorative 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. On some occasions, students are directed to the Reflection Room by the Principal (or delegate) for an extended period of withdrawal from play as a consequence for misbehaviour.

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.

Reflection Room referrals are stored in OneSchool. Data is reviewed by the Behaviour Leadership Team and used for the identification of students in need of additional behaviour support. Students who are identified as having attended the Reflection Room on three occasions during one week or five occasions during one term are then required to meet with Administration to discuss their behaviour. These students may be subsequently referred on to additional school-based support (e.g. IBSP, Guidance Officer) or outside agencies. These students may also progress to more extensive behaviour support and consequences as shown in TABLE B (p.8).

## 7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Guidance Officer Intensive Behaviour
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Adopt-A-Cop
- EQ Health Nurse
- EQ OT and Physiotherapist

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

- Early Years Centre
- Disability Services Queensland
- Autism Queensland
- Child Development Unit (Keperra)
- 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 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 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 2. Related policies and procedures

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

## 3. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

## Endorsement

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

Date effective: from February 2019 to February 2020

*Please Note - Original copy with signatures held on file at Burpengary Meadows SS*

## Appendix 1 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 State School 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 State School

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P&C President  
Burpengary Meadows State School

*Please Note - Original copy with signatures held on file at Burpengary Meadows SS*

## Appendix 2 - 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

# WORKING TOGETHER TO KEEP BURPENGARY MEADOWS STATE SCHOOL SAFE

*(An Education Qld & BMSS policy to work together to keep knives out of school)*

We can work together to keep knives out of school. At Burpengary Meadows State School (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).

**Appendix 4**

**Physical Restraint / Intervention Report**

<b>Initial Report Compiled by</b>		<b>Date and Time Report Completed</b>	
<b>Signed</b>			
<b>Details of Student</b>			
<b>Name</b>		<b>Class</b>	<b>Teacher</b>
<b>Details of Staff involved in Incident</b>			
<b>Name</b>		<b>Role</b>	
<b>Reason for restraint</b>			
<b>To cease the physical assault of another student or staff member</b>			<input type="checkbox"/>
<b>To avert an immediate danger to him/herself or to others</b>			<input type="checkbox"/>
<b>To avoid serious property damage</b>			<input type="checkbox"/>
<b>Other</b>			<input type="checkbox"/>
<b>Details of Incident</b>			
<b>Date</b>		<b>Time</b>	<b>Initial Location</b>
<b>Initial Staff involved</b>			
<b>Restraint Location</b>			
<b>Duration of Restraint</b>			
<b>Student Removed to</b>			
<b>De-Escalation Strategies Used Prior to Restraint</b>			
<input type="checkbox"/> <b>Distraction</b>	<input type="checkbox"/> <b>Change of face, place, activity</b>	<input type="checkbox"/> <b>Offer choices</b>	<input type="checkbox"/> <b>Cool down time, place</b>
			<input type="checkbox"/> <b>Offer to talk, reassurance</b>
			<input type="checkbox"/> <b>Other</b>
<b>Physical Condition of Student Before Restraint</b>			
<b>Physical Condition of Student After Restraint</b>			
<b>Details of Any Injury</b>			
<b>Injury to Student</b>	<input type="checkbox"/> Yes <input type="radio"/> No	<b>Incident Report Completed</b>	<input type="checkbox"/> Yes <input type="radio"/> No
<b>Details of Injury</b>			
<b>Injury to Staff Name:</b>	<input type="checkbox"/> Yes <input type="radio"/> No	<b>Incident Report completed</b>	<input type="checkbox"/> Yes <input type="radio"/> No
<b>Details of Injury</b>			
<b>Details of Damage</b>			
<b>Details of Trauma</b>			
<b>Notifying Procedures</b>			
<b>Incident Reported to</b>			
<b>Parent / Carer Contacted</b>			
<b>Name</b>		<b>Time and Date</b>	
<b>Student/s: Post Incident Discussion / Debrief</b>			
<b>Location</b>		<b>Time and Date</b>	
<b>Present</b>			
<b>Details</b>			

Staff: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			
Other Forms Completed			
<input type="checkbox"/> One School	<input type="checkbox"/> Individual Support Plan - Behaviour	<input type="checkbox"/> Individual Plan including Physical Restraint	<input type="checkbox"/> Other:

**Follow Up Report – to be completed by Form Recipient**

1. Follow up Call				
Made by:		Made to:		
2. Post Investigation				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		Recorded in:	
3. Damage Repair				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Organised by:			
4. Entered on MYHR / WHS				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
5. Entered on OneSchool				
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:			
<input type="checkbox"/> As Contact	Completed by:		On Student Profile of	
<input type="checkbox"/> As single student incident	Completed by:		On Student Profile of	
<input type="checkbox"/> As multiple student incident	Completed by:		On Student Profile of	
6. Other Forms completed				
<input type="checkbox"/> Debrief Report	<input type="checkbox"/> Physical restraint / Intervention record	<input type="checkbox"/> Individual Plan including Physical Restraint		
Signed:				

## Debriefing Guidelines

**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.**

*Burpengary Meadows State School*

*Buddy Class Referral*

Student Name:

Date:

Time:

Class:

Class Teacher:

**Minor offences** – All minor offences are dealt with by the classroom teacher. After two in class warnings, progress to “Repeated offences” section

<b>Defiance/Disrespect</b> Low intensity brief failure to follow directions.		<b>Dress Code</b> Student wears clothing that is near, but not within, the dress code guidelines defined by the school	
<b>Physical Contact</b> Student engages in non-serious but inappropriate physical contact.		<b>Safety</b> Student engages in brief or low-level safety violation not involving deliberately hurting any other individuals or groups.	
<b>Inappropriate Language</b> Low intensity language (e.g. shut up, idiot)		<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other people.	
<b>Disruption</b> Low intensity but inappropriate disruption.		<b>Minor Harassment</b> Teasing or using minor put downs to another student.	
<b>Property Misuse</b> Low intensity misuse of property.			

**Repeated offences** – At 3<sup>rd</sup> offence, this form to accompany student to Buddy Class.

1st offence – warning and discussion about behaviour	
2nd offence – 2nd warning (moved away from friends, thinking chair)	
3rd offence – buddy class/ green spot/emu parade	

May this student please remain at Buddy Class for:  
 5 mins      10 mins      15 mins  
 30 mins      Until further Notice  
**Buddy Class Teacher Comment:**

**BMSS Behaviour Referral Form**  
*For Major (and Multiple Minor) Problem Behaviour*

- Reflection Room
- Principal or Deputy

Step 1 of 5		Record Incident	
Staff Member			
Student/s	Family Name	Given Names	
	1.		
	2.		
	3.		
	4.		
5.			
Date of Incident	Date	Month	Year
Period <i>(Choose One Only)</i>	<input type="checkbox"/> First Session <input type="checkbox"/> Eating – First Break <input type="checkbox"/> Play – First Break <input type="checkbox"/> Second Session <input type="checkbox"/> Eating – Second Break <input type="checkbox"/> Play – Second Break <input type="checkbox"/> Third Session	<input type="checkbox"/> Transition (between class & play + line-up) <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Multiple Periods <input type="checkbox"/> Other	
Location Category <i>(Choose One Only)</i>	<input type="checkbox"/> Classroom <input type="checkbox"/> Eating Area <input type="checkbox"/> Prep Play Area <input type="checkbox"/> Yrs 1&2 Play Area <input type="checkbox"/> Yrs 3 to 6 Play Areas (Central, Terraces & Playgrounds) <input type="checkbox"/> Junior Oval/Courts <input type="checkbox"/> Toilets	<input type="checkbox"/> Enrichment Centre (incl. Games Room) <input type="checkbox"/> Administration <input type="checkbox"/> Library/Computer Lab <input type="checkbox"/> Excursion/Camp <input type="checkbox"/> Stop, Drop & Go &/or Bus Stop <input type="checkbox"/> Multiple Locations <input type="checkbox"/> Other	
Subject <i>(Choose One Only)</i>	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Hist/Geog/Tech/Arts <input type="checkbox"/> Music <input type="checkbox"/> Phys. Ed.	<input type="checkbox"/> LOTE <input type="checkbox"/> Instrumental (Band & Strings) <input type="checkbox"/> Religious Instruction <input type="checkbox"/> Sport <input type="checkbox"/> Multiple Subjects <input type="checkbox"/> Other	

Step 2 of 5		Witnessing Individuals	
Staff Members	Family Name	Given Names	
Students	Family Name	Given Names	
General Public	Name	Phone Number	Role

Step 3 of 5	Incident Details		Minor (Reflection Referral) Major (Principal/Deputy Use Only)
<hr/>			
Step 4 of 5	Behaviour Strategies		
Categories (Multiple Choices Available)	<input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiant/threat/s to adults <input type="checkbox"/> Disruptive <input type="checkbox"/> IT misconduct <input type="checkbox"/> Late <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Non-compliant with routine <input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Third minor referral <input type="checkbox"/> Threat/s to others <input type="checkbox"/> Truant/skip class <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Other	
<b>Principal &amp; Deputy Only</b> (or delegate)	<input type="checkbox"/> Dress code <input type="checkbox"/> Substance misconduct involving illicit substance <input type="checkbox"/> Substance misconduct involving tobacco and other legal substances	<input type="checkbox"/> Other conduct prejudicial to the good order and management of the school <input type="checkbox"/> Other serious misconduct prejudicial to the good order and management of the school	
Strategies (Multiple Choices Available)	<input type="checkbox"/> Reflection Room (1 or 2 sessions only) <input type="checkbox"/> Apology – written/verbal <input type="checkbox"/> Parent Informed	<input type="checkbox"/> Additional class-based consequence (i.e. Behaviour Passport or withdrawn from preferred activity)	
<b>Principal &amp; Deputy Only</b> (or delegate)	<input type="checkbox"/> Extended Reflection Referral (>2 sessions) <input type="checkbox"/> Withdrawal – Class <input type="checkbox"/> Withdrawal – Play <input type="checkbox"/> Letter to Parents &/or Written Warning <input type="checkbox"/> Behaviour Contract – moderate <input type="checkbox"/> Behaviour Contract – targeted <input type="checkbox"/> Supported Play Referral	<input type="checkbox"/> Out-of-Hours Detention <input type="checkbox"/> Suspension 1-10 Days <input type="checkbox"/> Suspension 11-20 Days <input type="checkbox"/> Individual Behaviour Support Plan (IBSP) <input type="checkbox"/> Restorative Justice/Mediation/Counselling (via Guidance Officer/s) <input type="checkbox"/> Disable Login	
Motivation	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain tangible object <input type="checkbox"/> Obtain activity or event <input type="checkbox"/> Obtain sensory stimulation	<input type="checkbox"/> Escape/Avoid activity or event <input type="checkbox"/> Escape/Avoid instructional task <input type="checkbox"/> Escape/Avoid adult attention <input type="checkbox"/> Escape/Avoid peer attention <input type="checkbox"/> Escape/Avoid sensory stimulation <input type="checkbox"/> Don't know	
Referral to (List additional Support Staff)	<input type="checkbox"/> Principal <input type="checkbox"/> Deputy Principal <input type="checkbox"/> Guidance Officer <input type="checkbox"/> Special Education Teacher	<input type="checkbox"/> Chaplain <input type="checkbox"/> Other: _____ <input type="checkbox"/> Class Teacher/s: _____	

Step 5 of 5	Referral Details	
Start Date		
Start Break	<input type="checkbox"/> First Break	<input type="checkbox"/> Second Break
Number of Sessions	<input type="checkbox"/> One	<input type="checkbox"/> Two
Office Use Only	<input type="checkbox"/> Entered	<input type="checkbox"/> Plan Complete

### 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 State School. 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 State School 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 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.

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

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging, emails and/or social networking
- 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 State School 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 three 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 five-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 Two to Six to anonymously identify students who are frequently demonstrating bullying behaviours. A subsequent support process is enacted for identified students.

Burpengary Meadows State School 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 2-6) 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 for bullying-related issues. These students are supported through a range of strategies that may include an interview with the Admin team and/or communication with their parents. The child, the Admin Team and the family work together towards helping nominated students to change their behaviours.
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 Six (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/Thinking Spot</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.