BRAY PARK STATE SCHOOL

Responsible Behaviour Plan for Students

Endorsement

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<tr>
<th>Representative</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Maree Mortlock</td>
<td>M. Mortlock</td>
<td>11/11/15</td>
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<tr>
<td>P&amp;C President</td>
<td>Tamara White</td>
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<td>11/11/15</td>
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<td>Regional Executive Director or Executive</td>
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<tr>
<td>Director (Schools)</td>
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Effective Date: (11 November 2015 – 31 December 2018)
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### LEARNING ENVIRONMENT:

A positive school ethos and rich learning environment that is open, respectful, caring and safe and optimises learning through a commitment to wellbeing.

**Bray Park State School does this by:**

- Providing learning experiences to equip students for the future so that they may contribute to a socially and culturally diverse society.
- Providing quality educational experiences
- Having an explicit positive school ethos that rewards effort and achievement articulated in the school’s vision - Believe, Achieve, Succeed!
- Respecting individual differences of students - academic, social, emotional and cultural.
- Having high expectations for all children and providing opportunities to learn and succeed
- Having a strong commitment to involving parents in all aspects of their child/children’s education and development
- Encouraging our students to believe, achieve and succeed through following the universal rule of acting in a manner that is safe, responsible and respectful.
- Applying consistent school-wide rules and consequences (articulated in the Responsible Behaviour Plan for Students)
- Providing additional pastoral care for students through social emotional programs/individual support by employing a School Chaplain
- Being committed to developing responsible self-management in students through teaching (Expectation Matrix lessons) and providing support to parents

### CURRICULUM AND PEDAGOGY:

Curriculum that enhances well-being and equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

**Bray Park State School does this by:**

- A vision of achieving excellence in a safe, supportive and sustainable environment where every student believes that they can achieve and succeed.
- Quality teaching to influence positive student learning and social-emotional wellbeing.
- Evaluating and assessing whole school, year level, class and individual performance data sets (short term and longitudinal).
- Developing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, and differentiated learning.
- Developing a framework for educational delivery which enables students to gain behaviours necessary for life-long learning
- A clearly defined Behaviour Expectation Matrix which outlines consistency of behaviour for all students, taught, communicated and modelled through the use of a common language and reinforced positive behaviour
- Teaching skills associated with social and emotional learning through Circle Time and Restorative Behaviour strategies.
- Addressing issues of relationships and child safety through the HPE curriculum.
- Implementing social programs (eg PCYC programs, School Camps) aimed at skilling students with a focus on leadership, resilience, teamwork and persistence
- Implementing a Buddy System with older students adopting and mentoring younger classes in learning and social development.
- Developing in our students, a positive environmental consciousness and responsible behaviours through ‘green and healthy school programs, environment programs, healthy eating choices, and waste minimisation re-cycling programs.’
**Bray Park State School’s commitment to learning and well-being cont’d.**

<table>
<thead>
<tr>
<th>POLICIES AND PROCEDURES</th>
<th>PARTNERSHIPS</th>
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<tr>
<td>Policy intentions are transformed into action by school staff, students and the wider community.</td>
<td>Productive partnerships expand the knowledge, skills and resources available in the school</td>
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<tr>
<td><strong>Bray Park State School does this by:</strong></td>
<td><strong>Bray Park SS State School does this by:</strong></td>
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<tr>
<td>o Community consultation to encourage input into the agenda for continuous improvement</td>
<td>o Acknowledging and valuing parents as partners in their children’s education</td>
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<td>o A cohesive approach to learning and wellbeing by</td>
<td>o Facilitating productive partnerships between teachers, parents, carers and students to optimise student learning and wellbeing</td>
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<td>o acting in a way that is safe, responsible &amp; respectful to all</td>
<td>o Implementing a Pre-Prep program for students and families.</td>
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<td>o learning together</td>
<td>o Relevant and timely communication between the teacher, child and parent/s</td>
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<td>o caring for the environment</td>
<td>o Connecting to, and respecting, the cultures and life experiences of families.</td>
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<td>o always doing our best</td>
<td>o Sharing curriculum plans and pedagogical practices, particularly between primary and secondary schools</td>
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<td>o Ensuring that policies and procedures explicitly address the links between social and emotional competency and productive learning</td>
<td>o Strong relationships with family groups in recognition of diverse cultures through special events such as Harmony Day, NAIDOC ceremonies etc</td>
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<td>o Ensuring that decision-making happens as close as possible to those upon whom it impacts and that all relevant groups are represented</td>
<td>o Strong partnerships with Bunyabilla Inc &amp; the Indigenous Advisory Committee</td>
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<td>o Establishing student learning goals, monitored and reviewed collaboratively, through constructive feedback</td>
<td>o Working with relevant community groups (Bray Park Community Police, Dept of Communities, PCYC, Intercept Support Services, Red Cross, Defence Department, Disability Services, CYMHS etc) to meet the needs of students and families.</td>
</tr>
<tr>
<td>o Ensuring staff have appropriate access to professional development to maximise their professional capacity and the learning potential of each child.</td>
<td>o Engaging the P &amp; C Association in school governance, having input into key strategic directions articulated in the Strategic School Plan. Consultation and endorsement of these strategic plans and the Responsible Behaviour Plan for Students.</td>
</tr>
<tr>
<td>o Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) policy, Crossing Cultures understanding etc.</td>
<td>o Utilising the P &amp; C as the forum to enhance school community links and partnerships.</td>
</tr>
<tr>
<td>o Ensuring all school policies are compliant with all relevant Acts and Legislation and other key DETE documents, guidelines and frameworks e.g Student Protection / Inclusive education/Safe, supportive and disciplined school environments/ Education / Workplace, Health and Safety / Anti-Discrimination Acts.</td>
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</table>
1. Purpose

Bray Park 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 our school community are expected to uphold the responsibilities defined in the Responsible Behaviour Plan, Expectation Matrix and Universal School Rule to ensure the best possible outcomes for students, staff and parents.

Bray Park’s 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

Bray Park SS developed this Responsible Behaviour Plan in collaboration with our school community. Consultation and collaboration occurs through the School Wide Positive Behaviour Team (comprised of staff juncture representatives, school leaders, District Behaviour Consultants, and parents).

Data gathered from the One School database, internal school surveys of students and staff; (SET data) and annual School Opinion Surveys is used to inform decisions and actions which are then endorsed through the School Wide Positive Behaviour Team.

Each term, thorough analysis and review of data (regarding attendance, absenteeism, behaviour patterns, school disciplinary absences, positive and incident behaviour recording) occurs at an individual, class, cohort, or whole school student basis. The 2016 Responsible Behaviour Plan for Students has been endorsed by the Principal and P & C President and is reviewed annually as required in legislation.

3. Learning and Behaviour statement

Bray Park SS 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 well-being.

The Bray Park School community recognises that learning is the central function of this school. Essential to effective learning is a safe, supportive and disciplined environment that respects (a) the rights of all students to learn (b) the rights of teachers to teach and (c) the rights of all to be safe. All areas of Bray Park State School are teaching and learning environments.

Bray Park SS staff are implementing the research validated ‘Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning’ framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school’s learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Our school plan, and shared expectations for student behaviour as specified in the Expectation Matrix has been discussed, and endorsed through the P & C. To ensure all stakeholders are fully aware of the Responsible Behaviour Plan, the plan has been posted on the school’s website.

Our universal school rule ‘Act in a way that is safe, responsible and respectful to all” has 3 foundation pillars of (safety, responsibility and respectfulness) to promote high standards of responsible behaviour. This rule has been agreed upon and endorsed by all staff, Principal and P & C. This rule, and associated safety rules, and the principles of School Wide Positive Behaviour underpinning the Responsible Behaviour Plan for Students, aligns with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
PRINCIPAL’S POWERS UNDER EDUCATION ACT:
The Bray Park State School community (parents, carers, guardians, staff and students) are advised that under the Education Act 2006 and approved Current Legislation, ‘the Principal of a State School must control and regulate student discipline in the school’. The Principal is therefore accountable and responsible for the good order and management of a State School.

Under the Act, the Principal has the authority to suspend students from the school if the Principal is reasonably satisfied a ground exists for suspension. “Each of the following is a ground for suspension—

(a) disobedience
(b) misbehaviour
(c) conduct that adversely affects, or is likely to adversely affect, other students;
(d) conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
(e) the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
(f) the student is charged with a serious offence.

The Bray Park State School Community is also advised that under the Act, “it is also a ground for suspension if:

(a) the student is charged with an offence other than a serious offence and
(b) the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.

To remove any doubt, it is declared that, conduct may be a ground for suspension even if the conduct does not happen on school premises or during school hours. Suspension periods will be in two categories; (1-10 days) and (11-20 days). The period of suspension starts when the Principal tells the student about it. As soon as practical after telling the student, the student will be issued with the suspension in writing. Reasonable steps will be undertaken to continue the student’s education during the suspension from the school.

Working Together to keep Bray Park State School SAFE!: possession /use of knives at school.
Parents and students can work together to keep any form of weapons or objects of harm out of school. At Bray Park SS, every student has the right to feel safe and be safe at school. Students are not to bring knives (of any description) or objects (e.g. slings, lasers, lighters, tools, aerosol spray cans) which can be used to, or have the potential to, harm others.

Bringing a knife to school is a criminal offence. This includes pocket knives, butter knives, fruit knives or craft knives. If a student has a knife, police will be notified and serious disciplinary consequences may occur. Bringing prohibited items to school or engaging in activities with prohibited items is a criminal offence, and police will be notified and serious disciplinary consequences will occur.

School property can be searched by the Principal or nominee if they suspect that a student has a knife or weapon. Police can search students and your property.

Parents can enhance safety, by checking school bags regularly, and ensuring that fruit /foods in lunches is pre-cut or peeled. All staff, students and parents have a responsibility to immediately inform the school Principal or Deputy Principal if a student is threatening anyone with an object that could injure them; or if they have knowledge that a student has any prohibited items in their possession, or is engaging in behaviour that may cause physical or emotional harm to any student/adult.

Bray Park State School is a member of the Pine Rivers Coalition of schools and expects RESPECTFUL and SAFE behaviours at all times. Violence, abusive language and failure to follow staff instruction will not be tolerated.

Behaviour outside of school that affects the good order and management of the school.
Instances occur where behaviours outside of normal school hours impact upon the safety, welfare and learning environments for both staff and students. A key example is the use of social media (e.g. Facebook) in out of school hours, and as a result of this action, conflict, disruption, and angst occurs to students during learning contexts or in the playground.

Out of school behaviours, which affect the good order and management of the school fall under the Education Act & the Principals’ responsibility. Accordingly, strong disciplinary consequences (e.g. notification to Child Protection Investigation Unit (CPIU); formal school suspension, proposal to exclude, and recommendation to
exclude a student from our school) will be considered, and if necessary, actioned as consequences for unacceptable behaviour.
Bray Park State School Behaviour Expectation Matrix which is also the Behaviour Curriculum & associated lessons taught to students. In 2016, the order of lessons to be taught may be slightly adjusted to suit weeks in the school term.

### The Universal Rule

#### Act in a way that is Safe, Responsible and Respectful to all.

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<th>Whole School</th>
<th>All Learning Environments</th>
<th>Excursions / Sport</th>
<th>Play Areas</th>
<th>Transitions</th>
<th>Before &amp; After School</th>
<th>Toilets</th>
<th>Eating Areas / Tuckshop</th>
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<td><strong>I am SAFE when I</strong></td>
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<td><em>Walk on pathways and around school buildings and stay within the school grounds (Week 1)</em></td>
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<td><em>Play and act safely and appropriately and use all items / objects appropriately (Week 2)</em></td>
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<td><em>Act as a good community citizen at all times (Term 1 – Weeks 7 &amp; 8)</em></td>
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<td><em>Look after all school and my own property (Term 1 – Week 9)</em></td>
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<td><em>Am in the right place at the right time (Term 2 – Week 2)</em></td>
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<td><em>Ask for help to solve issues, deal with conflict in an appropriate way (Term 2 – Week 3)</em></td>
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<td><em>Try my best, show pride in everything I do and follow the school Dress Code (Term 1 – Week 6)</em></td>
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<td><em>Interact responsibly with others (Term 2 – Week 1)</em></td>
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<td><strong>I am RESPONSIBLE when I</strong></td>
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<td><strong>Term 1 &amp; 2</strong> (Review Weeks 5 &amp; 10)</td>
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<td><em>Follow classroom rules (Term 1 Week 1)</em></td>
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<td><em>Am prepared for learning, participate in learning activities and allow others to learn without disruption and complete homework tasks (Term 1 – Week 4)</em></td>
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<td><strong>I am RESPECTFUL when I</strong></td>
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<td><em>Listen to and follow directions and instructions (Week 4)</em></td>
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<td><em>Use my manners when talking to others (Week 3)</em></td>
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<td><em>Show respect to all members of the school and wider community, showing tolerance of others. (Week 1)</em></td>
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<td><em>Dispose of rubbish appropriately (Week 2)</em></td>
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<td><strong>Term 3</strong> (Review Weeks 6 &amp; 10)</td>
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<td><em>Stay with my class (Week 3)</em></td>
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<td><em>Stay with my group and follow the bus travel Code of Conduct (Week 4)</em></td>
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<td><em>Wear appropriate hat and shoes and play in the correct play area (Week 5)</em></td>
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<td><em>Move around the school and enter and exit a room in a safe, quiet and orderly manner (Week 7)</em></td>
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<td><em>Follow the road safety rules when coming to, or going home from school and follow before and after school routines (Week 8)</em></td>
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<td><em>Follow set eating routines and eat only my own food (Week 9)</em></td>
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4. Responsibilities and Rights of our School Community.

Rights and Responsibilities have determined the direction of our school’s Responsible Behaviour Plan for Students, the Expectation Matrix, and the Universal School Rule. All members of our school community must respect for the rights of others in all school related activities, whether they be on or off campus. Responsibilities are actions that are displayed when people take ownership of their behaviour.

<table>
<thead>
<tr>
<th>RIGHTS OF STAFF</th>
<th>RESPONSIBILITIES OF STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect</td>
<td>To respect others</td>
</tr>
<tr>
<td>To be treated professionally and courteously by colleagues, students and parents.</td>
<td>To act professionally by providing positive role models for parents and students.</td>
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<tr>
<td>To receive support from parents/caregivers</td>
<td>To respect the rights of parents/caregivers.</td>
</tr>
<tr>
<td>To work in a safe and healthy environment</td>
<td>To promote a safe and healthy environment.</td>
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<tr>
<td>To teach without undue interruption from students.</td>
<td>To provide a sound educational environment for all students.</td>
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<thead>
<tr>
<th>RIGHTS OF STUDENTS</th>
<th>RESPONSIBILITIES OF STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>To earn trust.</td>
<td>To act in a trustworthy manner.</td>
</tr>
<tr>
<td>To earn respect.</td>
<td>To respect others.</td>
</tr>
<tr>
<td>To express an opinion in a relevant and appropriate manner.</td>
<td>To allow others to express their opinion.</td>
</tr>
<tr>
<td>To have a safe and happy school.</td>
<td>To follow all rules and routines.</td>
</tr>
<tr>
<td>To receive a sound education</td>
<td>To do the best of which you are capable.</td>
</tr>
<tr>
<td>To learn without interruption.</td>
<td>To allow others to learn without interruption.</td>
</tr>
<tr>
<td>To have relevant decision explained.</td>
<td>To abide by decisions made by the staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RIGHTS OF PARENTS</th>
<th>RESPONSIBILITIES OF PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have your child taught in a professional manner</td>
<td>To support and assist teachers in academic and social development.</td>
</tr>
<tr>
<td>To be informed of your child’s academic and social development</td>
<td>To advise staff of relevant information regarding your child.</td>
</tr>
<tr>
<td>To be informed of the school’s policies and expectations.</td>
<td>To support the school’s policies and expectations.</td>
</tr>
<tr>
<td>To expect that each child will be treated fairly and safely.</td>
<td>To support the rules and routines outlined in the Responsible Behaviour Plan for Students.</td>
</tr>
<tr>
<td>To be treated with respect by members of the school community.</td>
<td>To respect and support school community members.</td>
</tr>
</tbody>
</table>
5: Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.

RESPONSIBLE BEHAVIOUR PRACTICES:
All students need proactive support strategies. These include, but are not limited to:
- Rewards - catch-it slips, stickers/ Classroom Rewards – eg Student of the Month
- Meaningful verbal praise and encouragement
- Recognition of effort/success at assemblies, in newsletters, at class meetings.
- Best of the Best Assembly Awards
- Building and aligning positive relationships with parents, students and teachers through Classroom Management Plans

An overview of our school’s behaviour profile is presented in the pyramid diagram below. The whole triangle represents programs and practices in place that help maintain a safe, supportive and disciplined environment. These are aimed at all students. Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and a continuum of whole school positive preventative action for all students.

Whole School Behaviour Support-Universal.

Tier 1 ‘Universal’ Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bray Park 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.
Bray Park State School implements the following proactive and preventative processes and strategies to support student behaviour:

**Responsible behaviour practices are underpinned and supported by:**

- Positive Behaviour for Learning practices and strategies
- Explicit Teaching of the Matrix of School Expectations
- Circle Time/Restorative Justice strategies and Anti-bullying strategies
- Positive Classroom Tone and a Balanced Curriculum
- School Chaplaincy Pastoral Care Program linked with PCYC programs e.g. Drum Beat
- Ukulele Music groups/choirs/ Bray Park Idol Competition
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Active involvement of Positive Behaviour for Learning school leadership team
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Inducting /briefing new students and staff in Bray Park’s State School’s Responsible Behaviour Plan for Students
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

**Reinforcing expected school behaviour**

At Bray Park State School, communication of our key messages about behaviour is backed up through reinforcing ‘instructional feedback’ for engaging in expected school behaviour. This includes both non-verbal and verbal acknowledgements.

This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement and reinforcers. This can be through:

- Feedback for personal behaviour goals (to students).
- Weekly Cohort Meetings (Monday morning – Yr 6’s) and Monday afternoon for (Year 4 & 5’s), and as necessary with other cohorts.
- Catch-It Slips traded in for Icy Poles and acknowledged on SARARA’s Wall of Awesome/newsletters.
- Achievement Awards Nominations & acknowledgement at Assemblies.
- Positive Messages Slips
- Positive Phone Messages to Parents.
- Camp Stamp Booklets
- Student of the Month Nomination, acknowledgment in newsletters & Afternoon teas.
- Internal Class Reward systems.

**Responding to unacceptable behaviour**

**Tier 1 ‘Universal’ behaviour support:**

*Re-directing low-level (minor) and infrequent problem behaviour (refer also to Flow Chart of Behaviours).*

Staff at Bray Park 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’ strategies include re-directions, giving choices and following through, and removal to time out / buddy class, or detention with class teacher for repeated low-level problem behaviours.
Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully and Responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Should a student incur 3 Minor Behaviour infringements of the same type of behaviour, a Major Behaviour Incident is recorded. Major behaviours problem behaviours are referred to the Deputy Principal or Principal.

**Tier 2 ‘Targeted’ behaviour support:**

Some students need positive planned intervention- e.g. extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. The frequency of their behaviours may put these students' learning and social success (and those of their peers) at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- Personalised rewards that are appropriate
- Admin support
- Parental support when on excursions
- Mediation
- Time out (‘buddy class’/classroom
- Individual Behaviour Plans identifying short and long term learning and social goals and curriculum adjustments for individual needs
- Use of research-validated program options for targeted support interventions such as:
  - adult mentoring
  - check in / check out
  - targeted / small group social skilling

All staff members are provided with continuous professional development and support. Staff are provided with an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**Tier 3 ‘Intensive’ behaviour support:**

*A few students need* individualised intervention and adjustments to assist them in to manage their highly complex and challenging behaviours. Intensive behaviour support allows for continued learning engagement. Strategies and programs utilised for these children are:

- Admin, parent, teacher, Guidance Officer, student consultation and conference
- Time Out (playground) or Alternative Play Programs; Supported Play.
- Detention (cancelled play)/ suspension (short or long term); recommendations for exclusion.
- Conflict resolution skilling
- Anger management strategies and skills
- Individual Behaviour Management Plans (IBMP)
- Negotiated Education Plans (NEP’s).
- Social Skilling programs (internal)
- Referral to Managing Young Children’s Program, Child and Young Persons Mental Health Services, Behavioural Paediatricians etc.

The Support Services Team, comprising the Head of Special Education, Deputy Principal, Guidance Officer, *District Behaviour Coach*, Support Teacher Literacy & Numeracy, meets weekly to co-ordinate, case manage and monitor the interventions/progress of students (academic needs and behavioural needs).

This team (and the Principal) also meet monthly with the District Senior Guidance Officer to manage and support families who require comprehensive Complex Case Management. This may also involve representatives from other agencies (Child Safety, Community Police, Child and Young Persons Mental Health Services) etc.

The Support Services Team at Bray Park SS:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
• makes adjustments as required for the student;
• works with the School Behaviour Leadership Team to achieve continuity and consistency;
• facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
• identifies flexible / alternative learning options
• organises referrals to regional behaviour support resources

Physical Restraints: (Individual Plan)

Where an individual plan includes the use of physical restraints to prevent 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 other health professionals where applicable

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours or where it is clear that harm is imminent, staff trained in non-violent crisis intervention will intervene, but only as a last resort. Prevention strategies to reduce and eliminate the need for physical restraint, may include:

• restoring safety in other practicable ways such as removing harmful objects
• employing responses such as increased monitoring and support within classrooms
• referral to appropriately trained staff; and
• de-escalation strategies

Documentation of any physical restraint occurs, and an opportunity to de-brief is also provided. Bray Park SS will also employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm. A regular review process to monitor effectiveness of planned strategies and procedures occurs each term.

6. Consequences for unacceptable behaviour

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

In determining consequences, reference is to be made to the Flow Chart for in class and out of class behaviours. The Flow Charts were developed collaboratively by staff and DETE Behaviour representatives.

The Principal of the school is responsible for ‘the good order and management of the school’ under the Education Act. The universal rule at Bray Park which all students are expected to comply with is: “act in a way that is safe, responsible and respectful to all”. This rule is in alignment with Education Queensland’s Code of School Behaviour which expects students to:

• participate actively in the school’s education program
• take responsibility for their own behaviour and learning
• demonstrate respect for themselves, other members of the school community and the school environment
• behave in a manner that respects the rights of others, including the right to learn
• cooperate with staff and others in authority.

Where the behaviour of a student is likely to present a foreseeable risk to the student, other students or others, a Risk Assessment may then preclude that student’s participation and representation in all or some school curricula activities or extra curricula activities e.g. general class program, excursions, swimming, school camps, sports days (inter-school /inter-house, district, swimming carnival). Recorded documentation from anecdotal records, and the Incident Referrals on the One School Database will guide decisions. The following considerations are applied in Risk Assessments:

• What is the observed /recorded behaviour?
• Does the student consistently comply with expected behaviours as stated in the Universal school Rule and DETE’s Code of School Behaviour?
Has the observed/recorded behaviour caused harm to the child or others?
Has the student responded positively or negatively to behavioural interventions?
What is the likelihood/risk of harm occurring to the student and to others (including staff)?
Does the school have the resources to implement adequate control measures?

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major behaviour which then is entered on the One School database.

**Minor and major behaviours**

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

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.

Major behaviours are those that:
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school Administration.

When managing behaviour, staff will direct the student back on-task quickly, fairly and positively. A decisive approach entails strategies such as:
- establishing eye contact where appropriate
- speaking assertively and in a supportive manner
- addressing the primary behaviour
- de-escalation of behaviours (give ‘cool down’ time when needed)/
- expecting co-operation rather than demanding it
- re-establishing and re-building relationships as soon as possible.

**7. Emergency or critical incident responses**

The following information provides a consistent framework for staff of how to respond to emergency situations or critical incidents 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. The following strategies are basic defusing strategies that teachers utilise in the management of critical incidents.

**Avoiding escalation of the problem behaviour**
- Avoiding shouting
- cornering the student
- moving into the student’s personal space
- touching or grabbing the student
- sudden responses
- sarcasm
- becoming defensive
- communicating anger and frustration through body language.

**Maintaining calmness, respect and detachment**
- Model appropriate behaviour to students (e.g. staying calm and controlled)
- use a serious, measured tone
- Choosing language carefully
- Avoiding student humiliation
- be matter of fact
- avoid responding emotionally to what is occurring.
**Approaching 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**
- When students start displaying the appropriate behaviour, staff will endeavour to briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
- If the student continues with the problem behaviour, staff will remind the acting out student of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Physical Intervention:**
If a situation is escalating, the Principal or Deputy Principal is to be called immediately. Appropriate physical intervention (by staff trained in Non-Violent Crisis Intervention procedures), may be used to ensure that Bray Park State School’s duty of care to protect students and staff from foreseeable risks of injury is met. However, the use of physical intervention is only considered appropriate (a) where the immediate safety of others is threatened and (b) where the strategy is used to prevent injury. Physical intervention is a last resort.

Physical intervention is not used as a response to:
(a) property destruction
(b) school disruption
(c) refusal to comply
(d) verbal threats
(e) leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention must:
(a) be reasonable in the particular circumstances
(b) be in proportion to the circumstances of the incident
(c) always be the minimum force needed to achieve the desired result, and
(d) take into account the age, stature, disability, understanding and gender of the student.

**Debriefing:**
- Formal debriefing is led by a staff member trained in the process who has not been involved in the event.
- Debriefing helps 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.
- Debriefing provides information on:
  - Who was involved
  - What happened
  - Where it happened
  - Why it happened
  - What we learned – what we can do next?
### Possible Debriefing Questions for staff

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Debriefing Questions for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the first signs?</td>
<td>What was it that you needed?</td>
</tr>
<tr>
<td>What de-escalation techniques were used?</td>
<td>What upset you most?</td>
</tr>
<tr>
<td>What worked and what did not?</td>
<td>What did we do that was helpful?</td>
</tr>
<tr>
<td>What would you do differently next time?</td>
<td>What did we do that got it that way?</td>
</tr>
<tr>
<td>How can physical intervention be avoided in this situation in the future?</td>
<td>What can we do better next time?</td>
</tr>
<tr>
<td>What emotional impact does using physical intervention have on you?</td>
<td>Is there anything that you would do differently?</td>
</tr>
<tr>
<td>What was your emotional state at the time of the escalation?</td>
<td>Would you do something differently next time?</td>
</tr>
</tbody>
</table>

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

### Detention Processes: (including Time-out)

**GENERAL INFORMATION:**
Detention is to be used to help students understand their social and personal responsibilities. Under the Education Act (2006), schools determine procedures in relation to detention. At Bray Park State School, any detention period will be no more than twenty minutes and is usually undertaken in the first session break.

During any detention period, staff will guide children to reflect on their behaviours, and in some cases, children may be required to complete a written detention form addressing the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I do?</td>
<td>Child reflects on why a detention has been issued.</td>
</tr>
<tr>
<td>Was my behaviour safe?</td>
<td>Child reflects on which component of the universal school rule has been breached</td>
</tr>
<tr>
<td>Was my behaviour responsible?</td>
<td></td>
</tr>
<tr>
<td>Was my behaviour respectful?</td>
<td></td>
</tr>
<tr>
<td>Who did my behaviour affect? How did it affect them?</td>
<td>Child is guided through reflection on the impact on themselves, other students, teachers etc.</td>
</tr>
<tr>
<td>What do I need to do to fix things up?</td>
<td>Child is guided towards actions that will help restore relationships with others.</td>
</tr>
<tr>
<td>What better behaviour choices can I make in the future?</td>
<td>Child commits towards self- improvement.</td>
</tr>
</tbody>
</table>

If a student does not arrive for their detention, the allotted detention time becomes cumulative. Under the Education Act, Principals have the authority to administer ‘one half hour (30 minutes) of detention, once the school day has finished. In this situation, communication with the parent/carer shall occur to determine a suitable afternoon for the after-school detention. The Principal and/or Deputy Principal will be responsible for supervision during the after-school detention.
IN-CLASS and OUT OF CLASS BEHAVIOURS and DETENTION:

- For classroom behaviours (e.g. incomplete work tasks), teachers undertake their own detention processes either individually; with a colleague or on a shared arrangement across the year level. Detention is undertaken in classrooms and supervised. The maximum period of detention in any one day is 20 minutes and is usually undertaken in the main break. Children will be supervised and must have an opportunity to have lunch and a drink, and toilet break, after this period.

- In 'major incident' cases (e.g. continued high level disruption to the classroom learning program), a child may be placed in detention with the Principal or Deputy Principal. This is at the discretion of the Principal or Deputy.

- If children do not comply with expected behaviours before school, during play or as they exit the school, they will undertake detention with the Deputy Principal. In some instances, a written detention form is completed. This will be posted home so that parents are aware of the incident and of subsequent detention.

TIME OUT

Time Out is used as a proactive strategy as well as a behaviour management strategy. Time Out is defined as giving a student time away from their regular class program/routine:

- To a separate area within classroom
- To another supervised room or setting

"Under no circumstances are students to be placed in time-out without strict supervision. Any student in time-out must be given the opportunity to re-join the class in intervals of no more than ten minutes. If Timeout is becoming a frequently used response, it is essential a more comprehensive strategy is developed."
MINOR LEVEL BEHAVIOURS- examples

Minor acts of misconduct which interfere with the learning and safety of others in a minor way.

- Minor interruptions to learning (calling out/noises, late to class, work avoidance)
- Minor non-compliance
- Using inappropriate language without intent
- Moving unsafely (running, swinging on chairs etc)
- Disrespectful tone of voice or attitude
- Using putdowns (minor)
- Not playing fairly
- Off task
- Using property without permission
- Minor dishonesty

TEACHER MANAGED

STRATEGIES AND CONSEQUENCES

Teachers will apply behaviour management strategies appropriate for the situation, including, but not limited to the following:

- Restating established expectations and routines
- Give direct instructions
- Proximity
- Supportive conversation
- Give warning -Give choice -Move seat in class
- Quiet talk 1:1
- Logical and natural consequences (finish work at lunch)
- Selective attending
- Redirect to learning
- Parallel acknowledgement
- Distraction
  - Phone call/contact parents

MAJOR LEVEL BEHAVIOURS- Major acts of misconduct and/or serious threats to others’ health, safety and property - examples may include but are not limited to:

- 3rd minor behaviour record of same behaviour (must be recorded as a major behaviour, with notation at the 3rd minor record)
- Absent without permission (exiting class, truanting)
- Destruction of property (personal/school)
- Inappropriate use of technological devices (internet, mobile phones)
- Willful Non-Compliance (physical/verbal)
- Disruption to learning (yelling, moving around room, throwing items)
- Verbal Aggression
- Inappropriate language/communication with intent (backchat, swearing)
- Verbal Harassment (major, aggressive and intimidating)
- Physical Aggression
- Physical Harassment (major, aggressive and intimidating)
- Referral to buddy class
- Sexual Harassment
- Bullying (including cyberbullying)
- Willful damage of property
- Stealing /theft (recurring)

TEACHER/OFFICE MANAGED

STRATEGIES AND CONSEQUENCES

Teachers will apply behaviour management strategies appropriate for the situation, including, but not limited to the following:

- Contact parents (contact to be recorded on One School)
- Previous strategies
- Loss of privileges
- Community Service
- Behaviour Contract
- Restorative Chat
- Loss of play time to complete task
- Possible withdrawal from excursions/inter-school sport or extra-curricular activity

NO – Behaviour tracking
- Daily check-in with Admin
- Time in office
- Suspension (Admin authorised)

NO – Develop IBSP Case Conference Suspension/s Exclusion
MINOR LEVEL BEHAVIOURS - Minor acts of misconduct are behaviours which do not seriously impact on the health, safety and well-being of others. They may include, but are not limited to:
- Littering
- Not wearing a hat
- Playing after the bell
- Playing around buildings
- Taking off shoes during play
- Standing/playing on seats
- Not using manners
- Rough play
- Not playing fairly
- Being in an out of bounds area
- Playing in or near the toilets including yelling/screaming

TEACHER MANAGED - notify child’s class teacher of behaviours

STRATEGIES AND CONSEQUENCES
Teachers will apply behaviour management strategies appropriate for the situation, including, but not limited to the following:
- Restating established expectations and routines
- Give direct instruction
- Proximity
- Quiet talk: Supportive conversation
- Logical and natural consequences (e.g. tidy up eating area)
- Selective attending
- Distraction
- Give warning: Give choice
- Sit and think 2-5 mins.
- Question to re-direct
- Phone call/contact parents
- Parallel acknowledgement

MAJOR LEVEL BEHAVIOURS - Major acts of misconduct and/or serious threats to others’ health, safety and property - examples may include but are not limited to:
- 3rd recorded minor offence of the same behaviour (must be recorded as a major behaviour, with notation at the 3rd minor record)
- Wilful disrespect to staff/defiance
- Verbal harassment (threatening, swearing)
- Major anti-social behaviours (urinating on others/property, spitting on others/property)
- Inciting others to verbal/physical aggression
- Deliberate destruction of school/personal property
- Stealing school/personal property
- Dangerous play
- Bullying and intimidation
- Absent without permission (truancy, leaving school grounds)
- Physical Aggression (to students/staff) with/without a weapon
- Sexual Harassment (verbal/physical)
- Cyber bullying
- Deliberate physical harm to flora and fauna.

TEACHER/OFFICE MANAGED

STRATEGIES AND CONSEQUENCES
Teachers will apply behaviour management strategies appropriate for the situation, including, but not limited to the following:
- Contact parents (contact to be recorded on One School)
  - Behaviour tracking
- Loss of privileges - Daily check-in with Admin
- Community Service - Time in office
- Behaviour Contract - Restorative Chat
- Detention (Lunch, Admin supervised)
- Supported Play - Alternate Play Timetable
- Withdrawal from excursions/inter-school sport or extra-curricular activity
- Suspension (Admin authorised)
- Proposal to exclude - Recommendation to exclude

(YES): PRAISE APPROPRIATE BEHAVIOUR
(YES): PRAISE APPROPRIATE BEHAVIOUR

(YES) PRAISE APPROPRIATE BEHAVIOUR
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(YES) PRAISE APPROPRIATE BEHAVIOUR
(YES) PRAISE APPROPRIATE BEHAVIOUR

BEHAVIOUR RESOLVED ?
## ROUTINES – EXPLICIT EXPECTATIONS TO DEVELOP HIGH BEHAVIOURAL STANDARDS

<table>
<thead>
<tr>
<th>Transitions</th>
<th>All year levels</th>
<th>Explicit Expectations–</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students to move in two quiet, orderly lines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students to be always accompanied by their teacher. Teacher to ensure they are providing active supervision and can see all students. (teacher positioned at end of line)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students to be delivered to and picked up from all specialists lessons on time by their teacher.</td>
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<td></td>
</tr>
<tr>
<td>4. Specialist Teachers to negotiate changeovers of classes between specialist lessons.</td>
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<td></td>
</tr>
<tr>
<td>5. In the event that a class has PE, Music and LOTE consecutively, specialist teachers are to meet at a designated midway point to ensure orderly student transitioning.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Getting A Drink</th>
<th>All Year Levels</th>
<th>Explicit Expectations–</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will bring a water bottle to school each day and leave it in a designated area in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Children may access a drink after asking permission from the teacher and as deemed appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Children who do not bring a water bottle will be able to access a drink from the closest bubblers using the classroom lanyards while accompanied by an appropriate partner.</td>
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<table>
<thead>
<tr>
<th>Going to the toilet</th>
<th>Years P - 3</th>
<th>Explicit Expectations–</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students encouraged to go to the toilet before school and during breaks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In an emergency or if a student is to visit the toilet, they do so using the classroom lanyards with an appropriate partner. NOTE: If a parent has supplied a Doctor’s letter requesting children have toilet breaks more regularly, please adhere to this.</td>
<td></td>
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</tr>
<tr>
<td>3. Time out of class to visit the toilet and frequency of visits is to be closely monitored by the class teacher and recorded, if excessive.</td>
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<table>
<thead>
<tr>
<th>Going to the toilet</th>
<th>Years 4 - 6</th>
<th>Explicit Expectations–</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students encouraged to go to the toilet before school and during breaks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Visits to the toilet in the first half hour following the commencement of school or after a lunch break should be closely monitored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In an emergency or if a student is to visit the toilet, they do so using the classroom lanyards with an appropriate partner. NOTE: If a parent has supplied a Doctor’s letter requesting children have toilet breaks more regularly, please adhere to this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Time out of the classroom and frequency of visits is to be carefully monitored through a classroom sign out/sign in system. NOTE: Please be considerate and sensitive to the needs of girls in upper year levels.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Healthy Snack</th>
<th>Explicit Expectations–</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can occur during 1st session at a time suitable to the classroom program/teacher.</td>
<td></td>
</tr>
<tr>
<td>2. Must be undertaken within the classroom or classroom vicinity.</td>
<td></td>
</tr>
<tr>
<td>3. Active supervision is required for organisation and collection of fruit or other item.</td>
<td></td>
</tr>
<tr>
<td>4. This is only to be a short break, no longer than 10 minutes and may be completed during a class story time so as not to interfere with class learning times.</td>
<td></td>
</tr>
<tr>
<td>Prep - Viscount St Play Arrangements</td>
<td>Prep - Viscount St Eating Arrangements</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1. Tuckshop is brought over by student leaders or other nominated students.</td>
<td>1. Children eat in undercover area.</td>
</tr>
<tr>
<td>2. Hot food is distributed to children to eat before play.</td>
<td>2. Supervision occurs by teaching staff as per the duty roster supplied for each term.</td>
</tr>
<tr>
<td>3. Students collect their hats and line up quietly on the cement path near the playground to be released in an orderly manner by rostered duty staff.</td>
<td>3. Children are to be encouraged to eat perishable items at first break.</td>
</tr>
<tr>
<td>4. When the bell goes for eating, children line up on the cement path near the playground to be released by rostered duty staff.</td>
<td>4. At the end of eating, students pack away lunch boxes and water bottles, go to the toilet, wash hands and sit, lined up quietly at their classroom door.</td>
</tr>
<tr>
<td>5. At second break, children are required to pack away play equipment before lining up.</td>
<td></td>
</tr>
<tr>
<td>6. Children are released in an orderly manner to prepare for lunch; this does include washing hands and using the toilets.</td>
<td></td>
</tr>
<tr>
<td>7. In wet weather, the following arrangement applies: children sit quietly in undercover area or classroom, with indoor play equipment for the designated play time, followed by eating. No outdoor equipment is to be utilised.</td>
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</table>
- Students to collect lunch boxes and sit in their year level area (Terms 1 & 4 – sit out of the sun, Terms 2 & 3 – sit on seats).
- During eating time, children can dispose of litter in the bins (near their respective areas) and can access toilets and bubblers with permission.
- Year 3 and 2 students are to be encouraged to access toilets during play/eating time as necessary (Year 3’s to senior toilets; Year 2’s at junior toilets – K block).  **NOTE: Year 1 classes & P/1 access the junior toilets as a class after lunch breaks.**

**11:45 and 1:45 End of eating bell**

- When the first bell goes (11.40 and 1.40 respectively), duty teachers direct children to stay in their areas and ensure the area is litter free.
- Duty teachers then direct students in each year level to line up in class lines and put their lunch boxes in the plastic tubs *first break only. At the second break, students take their lunch boxes with them back to class).*
- At the end of the second bell, class teachers collect their classes and ensure area is clean before leaving.
  **NOTE: At end of second break, year Student Leader monitors will store lunch crates in B block.**

### Routines & Expectations for 1st & 2nd Breaks

**Years 4 – 6**

**11:00 and 1:15 Start of play bell**

- Lunchbox crates (plastic tubs) are put out by selected year 6 monitors before school (placed out of the sun).
- Classes to place lunch boxes in tubs at a time suitable to each class. Teachers to ensure active supervision during this process.
- At the above bell times, class teachers/specialist teachers walk their class to the covered link (J block end)
- The play fields’ duty teacher receives children outside J Block *(late classes must be taken to the playground by their class teacher)* who then walks with the students down the pathway past the YMCA building, and begins a managed release of students to play.
- The play equipment teacher continues release of students and moves to their duty area.
- Students without hats are to go to the undercover area (tuckshop) and are supervised by tuckshop/toilets duty teacher.
- At 11.20 rostered eating duty staff relieve play time staff and start to move students to the designated line up area.

**11.25 & 1.30 End of play bell**

- Students line up at the commencement of the path (demountable (SK building) nearest tennis court).
- Students exiting the library use the concrete pathway to the grassed area behind the demountable buildings and then join the line-up of students with a supervising teacher.
- The play field teacher walks students to SEP building covered link, where they then access water bubblers (outside J Block), senior toilets and their designated eating area (outside hall). This teacher then moves to the G block intersection to supervise access to toilets while monitoring movement to eating area.

- The play equipment teacher ensures all students exit play areas and supervises students at the rear of the line.

**11:45 and 1:45  End of eating bell**

- At the first bell (11:10 and 1:10 respectively), duty teachers direct children to put lunch boxes in their plastic tubs, place litter in rubbish bins, and then organise into class lines. Note: There is a bin for each Year Level – Yr. 6, 5, 4.

- At the second bell, class teachers collect their classes. Class teachers are to ensure all litter is removed from their class line area before students leave. Note: *Children take lunch boxes with them at end of the second break.*

- Year 6’s return to class via J Block & Yrs. 4 & 5 past the hall kitchen to G block.

- At end of second break, year 6 monitors return tubs to the corner area of the hall.

**Duty Bags - Years 1-3 and Years 4-6:** Student monitors will bring these to the respective teachers on duty if on play fields/play equipment supervision. Teachers coming off play supervision are to hand over their duty bag to the teachers on eating duty. Monitors will collect duty bags at end of break and return them to B block.

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**Routine before school**

**Procedure:**

*From the commencement of the 2016 school year, all school families are advised that there is no formal rostered supervision of students by teaching staff before 8.55 a.m.*

- Children are to arrive at school, or be delivered to school, from 8.45 a.m, log phones in at the office, place Tuckshop orders and then proceed to the Assembly Hall Covered Area. Students then sit in class lines until collection at 8.55 by their class teachers.

- Exceptions to the arrival time of 8.45 a.m is made for children involved with Instrumental Music, Choir Rehearsals, Student Council meetings, Sports Training associated with school sport or other approved programs (e.g. AFL), School Excursions requiring early departure, and children who arrive on the 8.20 a.m. school bus.

- School families are requested to make alternative arrangements for the care of children (prior to 8.45) with a family member, relative, friend or neighbour, or by accessing the YMCA services located on the school grounds. If none of these options are possible, families will need to contact Department of Communities or the Moreton Council to inquire as to what services are available in the neighbourhood.

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**End of Day All Year Levels**

**Explicit Expectations**

1. All students are to clear their desks and tidy their own area.
2. Classrooms are to be orderly and tidy.
3. Windows to be closed and chairs up.
4. Students are not to be dismissed until 3.00pm.
5. Students to be dismissed in an orderly manner either individually or in pairs (to avoid incidents which may arise when large numbers of students are accessing port racks etc simultaneously).

<table>
<thead>
<tr>
<th>Bus Routines</th>
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<tbody>
<tr>
<td>1. Children arriving on buses (mornings) are to go straight to the hall and wait in class lines until their class is collected by their teacher.</td>
</tr>
<tr>
<td>2. Children going home on the bus are to report to the teacher on duty in the bus shed.</td>
</tr>
<tr>
<td>3. Once marked off on the roll, children sit or wait until their bus arrives.</td>
</tr>
<tr>
<td>4. There is no play.</td>
</tr>
<tr>
<td>5. When the bus arrives, children are to line up in an orderly manner, and walk to the bus accompanied by the teacher to ensure safe boarding.</td>
</tr>
<tr>
<td>6. Children are expected to comply with safe behaviour whilst on buses (remain in seats) compliant with the universal rule of ‘safe, responsible and respectful’.</td>
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<table>
<thead>
<tr>
<th>Late Arrivals</th>
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</thead>
<tbody>
<tr>
<td>1. Children who arrive late are to go to the office and collect a late slip.</td>
</tr>
<tr>
<td>2. Children then present these to their class teacher.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mobile Phones</th>
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</thead>
<tbody>
<tr>
<td>1. Children are to log these in at the office side window, upon arrival.</td>
</tr>
<tr>
<td>2. At the end of day, children wait at the window and sign out once they have collected their phone.</td>
</tr>
<tr>
<td>3. Phone calls to parents are able to be made.</td>
</tr>
<tr>
<td>4. Children are not permitted to take photographs of other children on school premises.</td>
</tr>
<tr>
<td>5. Mobile phones are not to be brought to school dances. If brought, they are to be logged in and retained by school staff for the duration of the event).</td>
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<table>
<thead>
<tr>
<th>Transition to Home</th>
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<tbody>
<tr>
<td>1. Children collected by parents (Hopetoun Street) are to wait at the designated shelter area on the seats.</td>
</tr>
<tr>
<td>2. Children are to remain inside the boundary until parents arrive.</td>
</tr>
<tr>
<td>3. Children are not to sit on fence or wait on fence lines.</td>
</tr>
<tr>
<td>4. Children exiting via Sparkes Road are to follow the concrete pathway to the shelter shed near the single gate.</td>
</tr>
<tr>
<td>5. <strong>There is no play on play equipment/school ovals/ in and around buildings or surrounds as cleaners commence work from 2.00pm</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Bicycles &amp; Scooters</th>
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</thead>
<tbody>
<tr>
<td>1. Children riding bikes/scooters to school are to dismount when they enter the school grounds.</td>
</tr>
<tr>
<td>2. Bikes and scooters are to be housed in the bicycle compound at end of C block</td>
</tr>
<tr>
<td>3. At 8.55 a.m, the compound is locked by the teacher aide in C block and unlocked by cleaners at 2.55 pm.</td>
</tr>
<tr>
<td>4. Children wheel bicycles and scooters out of the school grounds. Once outside the gates they are able to ride.</td>
</tr>
<tr>
<td>5. Children (on foot or on bikes) are to utilise crossings at Sparkes Road/ Hopetoun Street/ and Viscount Streets to cross roads.</td>
</tr>
<tr>
<td>6. Children are to wear a helmet for their safety.</td>
</tr>
</tbody>
</table>
**Wet Weather All Year Levels**

**Explicit Expectations**
1. There is no external play during a wet weather lunch and this includes games immediately outside the classroom or along walkways/covered links.
2. If it rains/showers during breaks, one of two options will be followed depending on the time: These are:
   a. Students will be advised to return to their classrooms. Staff will need to terminate what they are doing, return to class and conduct supervision as per a wet weather lunch.
   b. Until their teachers arrive, students in P-3 will be asked to assemble at the top of the tuckshop for prep and year 1 children; Year 2 and 3 children at the bottom of the tuckshop and Years 4, 5, 6 children outside the hall.
3. Toilets breaks- It is preferable that students in Prep – Year 3 go as a class with the teacher supervising. Students in Years 4 - 6 must go in pairs using classroom lanyards.

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**Inter-school Sport Gala Days Yrs. 5 & 6 teachers/coaches of sport**

**Explicit Expectations**
- Notices re Gala Day are distributed at least 6 weeks before the event.
- The PE teachers seeks staff interest from staff to coach teams in the nominated sports; and organises student teams and coaches.
- On Friday afternoons, coaches take respective teams for practise. Children must have at least 3 afternoons practise.
- The day before Gala Day, all equipment (medication, tents & trolleys, flags, uniforms, first aid, water bottles, balls etc) are placed in the hall ready to go.
- Each teacher will be distributed with a roll of students for those attending & those remaining at school.
- The PGD roster is adjusted to ensure coverage of Yr 4-6 staff involved.

**Morning of gala day**
- When students arrive at school they will wait in the hall sitting in class lines as per the normal routine.
- At 8:30 a.m. teachers begin to assemble students in teams in the Hall undercover area.
- Students not participating will form a line with their respective ‘stay at school teacher’.
- Teachers to distribute any jerseys (if applicable) and allow students 5 minutes to get changed and return.
- Teachers will mark rolls for their particular sport and send completed roll to the Admin Office to be photocopied.
- Teachers walk their students to the bus (normally located on Sparks Rd). Student are to assist in carrying all the equipment to the bus. Tents are wheeled on trolleys.

**During the day**
- A shade tent is to be erected at each sport.
- Students are to remain seated under the shade tent while not playing.
- If going to the toilet they must take a partner and inform teacher they need to go.
- If venue is operating a canteen students are permitted to purchase healthy lunch.
options (no lollies, soft drinks etc).
- If a parent wishes to take their child home early they MUST sign them out on the roll.

Completion of day.
- All students are to remove bags from under shade tents. As a group, remove ALL rubbish from area ensuring area is tidy.
- Students get changed back into school uniforms and place dirty jerseys (if applicable) in duffle bags.
- While students are changing pack up all tents flags etc and carry up to bus area.
- Once changed and tidy students are to sit in team lines.
- Teacher will mark the roll
- Teacher counts students onto the bus and assists with loading equipment
- Assign 1 student per team to take home and wash jerseys (if applicable).
- All other equipment is to be placed back in the room with the roller doors (old Book shop) as the hall is used on the week-end. It gets distributed to correct location on Monday.
- Upon return from sport (approx. 2.30 pm) teams assemble in the senior undercover area where they are supervised by their respective coaches. This is not a play session. Active supervision is required.
- Students are to be released in an orderly manner (one group at a time) when the bell goes at 3.00pm. No child is to be given permission to leave before 3.00 p.m. (unless the parent has an authorised an Early Release Slip Notification.
- All results are to be emailed to the H.P.E teacher (who will then forward them onto the district sports secretary).

Routines Swimming
- Swimming lesson – usually a 30 minute lesson (only for prep – year 3 children)
- Children are not to wear togs to school
- Children get changed at school before swimming
- An altered curriculum timetable occurs so teachers still receive their assigned NCT.
- Children not attending swimming go to an assigned class. This is dependent on numbers attending per class etc.
- After swimming, children get changed back at school.
- Teachers do not get a PGD when swimming occurs – adjusted roster applies.
- Teachers are required to supervise eating & changing for their individual class.

7. The network of student support
Students at Bray Park SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Administrators/ Class teachers and teacher-aides
- District Behaviour Consultants
- School Chaplain
- The student themselves/ Other students-buddies
- Guidance Officer/ School Chaplain/ Parents/carers
- Cultural and Community Liaison Police Officers/ School Based Police officers/ Community Police and the Police Citizens Youth Club.
- School Support Services Team staff
- Disability Services Queensland; Q’LD Health; Department of Communities, (Child Safety Services)/ Local Council & Neighbourhood Centre.

8a: Positive Behaviour for Learning (PBL)

PBL is the framework that encompasses whole school, consistent practices and strategies that enable the realisation of supportive and positive relationships with students, staff and parents.

SARARA KOALA is the school mascot, encompassing the essence of the PBL program and the Universal Rule by being ‘Safe And Responsible And Respectful Always’. PBL is underpinned by:

- Simple and clear behaviour expectations
- Explicit teaching of appropriate behaviours and skills to all students.
- Understanding the functions of behaviours
- Acknowledging and encouraging desired student behaviours.
- Increasing the range of strategies utilised for students with challenging behaviour.
- The use of data to inform decision-making.
- Logical consequences for inappropriate behaviours.
- Professional development in behaviour support for all BPSS community members.

Lessons from the PBL Behavioural Expectations Matrix are taught every week to every class. The Matrix is the ‘Behaviour Curriculum’. These are followed up each week on assembly and through the school newsletter. Social and emotional development skills are addressed through practices such as Circle Time, Restorative Justice chats, and teaching of lessons associated with the matrix.

8b. Proactive Behaviour Support Strategies at Bray Park State School are enhanced by:

- Building positive relationships with students.
- Having clear expectations (about work, tasks, behaviour, etc.) communicated positively.
- Using positive reinforcement to promote appropriate behaviour.
- Explicitly teaching the school expectations.
- Developing in each class, a short list of clear classroom management rules, consistent with the universal rule of ‘safe, responsive and respectful’.
- Presenting a well prepared curriculum that is inclusive and appropriate for the learning, social and emotional needs of children so that each child experiences success.
- Having well established routines, order and structure in the learning contexts.
- Maintaining an attractive, comfortable and interesting environment.
- Organising furniture and the physical environment for ease of work and movement.
- Using humour in appropriate ways to enhance learning.

8c. 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. Bray Park 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.

Factors such as the age of the child, previous behaviour record, the severity of the incident, support interventions, will be considered when determining consequence and corrective behaviours.
9. Bray Park State School - Anti - Bullying Policy:
Definition of Bullying: Bullying (http://www.bullyingnoway.gov.au/parents/facts/what-is-bullying.html) is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It can have long-term effects on those involved. Bullying can happen:

- face-to-face (e.g. pushing, tripping, name-calling, mocking, mimicking, )
- at a distance (e.g. spreading rumours, excluding someone)
- through information and communications technologies (for example, the use of SMS, email, social media or chat rooms).

At Bray Park State School, we:

1. Acknowledge that any form of bullying is unacceptable and totally inappropriate.
2. Affirm that bullying and harassment concerns will be taken seriously.
3. Will strive to make our school a bully free zone.
4. Will teach children strategies (e.g. using the High 5) to minimise bullying.

What is Hi 5? - Hi5 is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying. Hi 5- is also used to build student’s social skills and resilience along with our Positive Behaviour for Learning lessons. The 5 steps in the strategy are:

1: Ignore
Pretend you didn't hear it.
Do not make eye contact.
Maintain positive body posture (calm, confident).
Think positive self-esteem statements.
Count to five in your head slowly.
Take deep breaths.

2: Talk Friendly
Use a calm voice.
Maintain eye contact.
Confident body language.
Maintain relatively close body proximity.
Use "I" statements – I feel . . . . when you . . . . because….

3: Walk Away
Stand tall, head up high.
Mouth closed.
Look confident.
Do not use eye contact.
Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
Do not look back. Walk confidently, don’t run.

4: Talk Firmly
As per Talk Friendly.
Use an assertive voice, slightly raised.
Tell them to stop it.
Re-state your “I” statement. eg. I said . . . .

5: Report
Walk away and tell a staff member.
Go to an area where you feel safe.
Bystanders - support and report.
Report, report, report until somebody listens.

Reporting Vs Dobbing:
Children need to know the difference between reporting and dobbing.

- Reporting is helping/getting yourself out of trouble.
- Dobbing is trying to get someone in trouble.

Before reporting, children are encouraged to attempt to problem-solve themselves. Where their efforts have been unsuccessful after doing the Hi 5 steps, the issue should be reported to teachers. If the issue involves health or safety, children are to report straight away to a teacher.

Harassment
Harassment (http://www.bullyingnoway.gov.au/parents/facts/what-is-bullying.html) occurs when someone is made to feel intimidated, insulted or humiliated because of their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability. It can include behaviour such as:
- telling insulting jokes about particular racial groups
- sending explicit or sexually suggestive emails
- displaying offensive posters or screen savers
- making derogatory comments or taunts about someone’s race, religion or sexuality.

It may be:
- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

Harassment, as with bullying, will not be tolerated.

10. CYBERBULLYING AND INAPPROPRIATE USE OF SOCIAL NETWORKING SITES.

Cyberbullying (http://www.bullyingnoway.gov.au/parents/facts/what-is-bullying.html) is a term used to describe bullying that is carried out through internet or mobile device technologies. Children who are cyberbullied are also likely to be bullied face-to-face. Examples of cyberbullying can include:
- repeated hang up calls
- sending insulting or threatening text messages
- publishing someone’s personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites.

Social networking sites such as Facebook, MySpace, Twitter and Bebo have changed the way young people communicate and can be used inappropriately. Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be used inappropriately as a means to convey methods of bullying.

It is important parents monitor children’s behaviours on these sites and ensure they are being used in an appropriate manner. They must also ensure that children are of a legal age to use such devices. For information, tips and advice to help you and your family, please visit the Australian Government’s website at www.esafety.gov.au/esafety-information

Strategies - Bray Park State School will aim to:

1. Raise awareness in the school community of cyber-bullying; its impact on those being bullied; and that cyber-bullying behaviour is unacceptable and can constitute a criminal offence.
2. Ensure that students are protected through Child Protection Policies and procedures
3. Provide information to appropriate authorities to ensure the safety of all students.
4. Encourage parents to act responsibly and inform the school if a student is being cyber-bullied, or if the student is aware that another student is being cyber-bullied.

11. The Use of Personal Technology Devices at Bray Park State School – Policy. – Note:

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), SmartPhone, mobile telephones, IPods® and devices of a similar nature.

Students:
- Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft, and inappropriate misuse of equipment. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office, by a parent. Breaches of this prohibition may result in discipline.
- 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 bring Personal Technology devices (phones) are to log these items at the school office upon the students’ arrival on the school grounds. They are to do this immediately upon arrival, where the items can then be collected by that same student at the completion of the day.

Students are not permitted to use Personal Technology devices during school hours or at any school related activity or event. At no stage throughout the day is a student to have such a device in their possession without permission from the school administration. 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.

A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Students who breach these conditions are to be referred to school administration. The device will be confiscated by the school and collected by the child’s parent at a later date if deemed necessary or appropriate.

In instances where the device is being used inappropriately by the student, or in the event that the Principal is made aware that these devices have been used to capture and distribute images of vandalism, fighting, bullying, staged fighting or pranks etc., appropriate disciplinary action will be sanctioned against the student/students involved. In the interests of Child Safety, this disciplinary action may include suspension, exclusion and reporting of that incident to the Child Protection Investigation Police Unit.

Students involved in recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording will also face disciplinary action and may be subject to discipline measures (including suspension and recommendation for exclusion).

**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 Queensland Police Service. 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 Principal or Deputy Principal.

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

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

**Parents:**

Parents are advised that inappropriate content about Bray Park staff, Bray Park students or Bray Park State School through any social media forum or personal technology device, and which brings the school into public disrepute, will be referred to the relevant Government and police authorities for legal advice and possible investigative action. Similarly, parents and students are not permitted to use Bray Park State School images, banners, logos or the Bray Park State School crest.

**Note:** The Department of Education and Training supports schools to take a strong stance on the inappropriate use of social networking sites by students. Schools made aware of unacceptable content involving staff, students or representation of the school (including use of the school’s logo, crest or image) on social networking sites, have the department’s full support to take every reasonable action to have the content removed. Where a state school student is involved in this type of behaviour, principals will take disciplinary action in line with the school’s Responsible Behaviour Plan for Students, and under the Education Act to ensure ‘good order and management of the school’.

**12. BRAY PARK STATE SCHOOL BUS TRAVEL POLICY**

The following is an excerpt from the Code of Conduct for School Students Travelling on Buses, Department of Transport and Main Roads, July 2014 as it pertains to students.
Students’ role
To be a safe and responsible passenger

Students’ rights
To be safe
To be respected and treated fairly

Students’ responsibilities
• To act safely and responsibly by:
  o following driver instructions
  o following the bus rules and the Code
  o respecting self and others
  o respecting own property and the property of others
  o communicating respectfully with others
  o accepting consequences for bus misconduct.

Students’ expected behaviours
• Hail the bus and wait in an orderly manner.
• Respect other people and their property.
  o Behave in a way that ensures a safe bus journey for all passengers by:
    o following bus rules
    o staying in the right place
    o behaving in a calm, non-aggressive way
    o keeping hands and feet to self
    o speaking politely
    o storing all objects safely.

• Get off the bus in an orderly manner.
• Follow the driver’s safety instructions.

If incidents occur, where student behaviour poses a threat to the safety of other students at the school, the incident can, and will be dealt with, via the school’s Responsible Behaviour Plan for Students, on a case by case basis. This ensures that students receive fair and consistent handling of their breach by both bus operators and schools. If there is a breach of the Code of Conduct and the bus company determines that it is necessary to suspend a student from using the transport service for a period of time, the school may provide the bus company with student details to inform parents and students of the breach and penalty.


- 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

14. 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

15. Some related resources
• Mind Matters (www.mindmatters.edu.au)
• Strengthening Discipline-Ed Qld: education.qld.gov.au/schools/strengthening/discipline