

BRAY PARK STATE SCHOOL

Responsible Behaviour Plan for Students – Parent Copy



Endorsement

Representative	Name	Signature	Date
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P&C President	<i>Cathy Foxe</i>	<i>Cf Foxe</i>	13/12/18
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Bray Park's Commitment to the Learning and Well-being Framework.

LEARNING ENVIRONMENT :	CURRICULUM AND PEDAGOGY :
<p>A positive school ethos and rich learning environment that is open, respectful, caring and safe and optimises learning through a commitment to wellbeing.</p>	<p>Curriculum that enhances well-being and equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.</p>
<p>Bray Park State School does this by:</p>	<p>Bray Park State School does this by:</p>
<ul style="list-style-type: none"> ○ 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 motto -Believe, Achieve, Succeed! ○ <i>Respecting individual differences of students -academic, social, emotional and cultural.</i> ○ 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 being safe, responsible and respectful always. ○ 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 and individual support by employing a School Chaplain. ○ Being committed to developing responsible self-management in students through teaching (Expectation Matrix Curriculum lessons) and providing support to parents. 	<ul style="list-style-type: none"> ○ A vision of achieving excellence in a safe, supportive and sustainable environment where every student <i>believes</i> they can <i>achieve</i> and <i>succeed</i>. ○ <i>Quality teaching to influence positive student learning and social-emotional wellbeing.</i> ○ 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/Curriculum, which outlines consistency of behaviour for all students. This is taught, communicated and modelled through the use of a common language and reinforced positive behaviour ○ <i>Teaching skills associated with social and emotional learning and well-being through You Can Do It lessons; Expectation Matrix lessons; and Restorative Behaviour strategies.</i> ○ Addressing issues of relationships and child safety through the Health & 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.

Bray Park State School's commitment to learning and well-being cont'd.

<p>POLICIES AND PROCEDURES : Policy intentions are transformed into action by school staff, students and the wider community.</p> <p>Bray Park State School does this by:</p> <ul style="list-style-type: none"> ○ Community consultation to encourage input into the agenda for continuous improvement ○ A cohesive approach to learning and well-being by <ul style="list-style-type: none"> ○ acting in a way that is safe, responsible & respectful to all ○ learning together ○ caring for the environment ○ always doing our best ○ <i>Ensuring that policies and procedures explicitly address the links between social and emotional competency and productive learning</i> ○ Ensuring that decision-making happens as close as possible to those upon whom it impacts and that all relevant groups are represented ○ Establishing student learning goals, monitored and reviewed collaboratively, through constructive feedback ○ Ensuring staff have appropriate access to professional development to maximise their professional capacity and the learning potential of each child. ○ Embedding Aboriginal and Torres Strait Islander Perspectives, Reconciliation advancement, Crossing Cultures and Deadly Choices. ○ 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 . ○ Using timely and explicit feedback from students teachers and parents as a critical element in guiding actions. 	<p>PARTNERSHIPS : Productive partnerships expand the knowledge, skills and resources available in the school</p> <p>Bray Park SS State School does this by:</p> <ul style="list-style-type: none"> ○ Acknowledging and valuing parents as partners in their children's education ○ Facilitating productive partnerships between teachers, parents, carers and students to optimise student learning and wellbeing ○ Implementing a Pre-Prep program for students and families. ○ Relevant and timely communication between the teacher, child and parent/s ○ Connecting to, and respecting, the cultures and life experiences of families. ○ Sharing curriculum plans and pedagogical practices, particularly between primary and secondary schools ○ Strong relationships with family groups in recognition of diverse cultures through special events such as Harmony Day, NAIDOC ceremonies etc ○ Strong partnerships with the Indigenous Advisory Committee & relevant agencies. ○ Working with relevant community groups (Bray Park Community Police, Dept of Communities, PCYC, Intercept Support Services, Defence Department, Disability Services, CYMHS etc) to meet the needs of students and families. ○ Engaging the P & 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 when ○ Utilising the P & C as the forum to enhance school community links and partnerships. ○ Monitoring school attendances and morale as a gauge of social and emotional well-being within the school.
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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.

1. Consultation and data review

Bray Park SS developed this Responsible Behaviour Plan in collaboration with our school community. Consultation and collaboration occurs through the Positive Behaviour for Learning (PBL) Team comprised of staff representatives, school leaders, District Positive Behaviour for Learning School Based Coordinator, 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 Positive Behaviour for Learning 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 2018 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 Behaviour Curriculum 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 '**Safe Responsible and Respectful always**' 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 Positive Behaviour for Learning, underpin the Responsible Behaviour Plan for Students. The Plan 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 /weapons 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.

The Principal or nominee can search school property 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 inappropriate use of social media (e.g. Facebook, Snapchat, Instagram, Messenger, messaging or communicating with other students) in out of school hours, **but which causes conflict, disruption, and angst at school, during learning contexts or when interacting 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
 The Behaviour Curriculum & associated lessons taught to students based on the 3 pillars of:
 Safety, Responsibility & Respectfulness

The Universal Rule → **SAFE, RESPONSIBLE AND RESPECTFUL ALWAYS**

	Whole School	All Learning Environments	Excursions / Sport	Play Areas	Transitions	Before & After School	Toilets	Eating Areas / Tuckshop
Term 1	(Wk 3) Whole Body Listening	(Wk 1) Follow classroom rules		(Wk 2) Play in the right area	(Wk 5) Right place and right time when accessing toilets and drinks			(Wk 6) Sitting and eating
	(Wk 4) Use my manners	(Wk 7) Be ready to learn and participate (Wk 8) Have a go			(Wk 9) Walking quietly in lines (Wk 10) Enter and exit in an orderly manner			
Term 2	(Wk 3) Right place, right time		(Wk 2) Be safe, responsible and respectful on excursions	(Wk 1) Play safe and sensible games		(Wk 10) Be road safe		
	(Wk 4) Solve problems positively		(Wk 7) Be a good sport	(Wk 5) Look after belongings				
	(Wk 6) Always be a role model			(Wk 8) Borrow and return sporting equipment				
	(Wk 9) Bin it							
Term 3	(Wk 1) Get along with and respect others	(Wk 7) Stay with my class		(Wk 2) Play by the rules			(Wk 3) Use toilets responsibly	
	(Wk 4) Always try my best	(Wk 9) Respect others		(Wk 5) Share with others				
	(Wk 6) Use kind words and actions			(Wk 10) Be sun smart				
	(Wk 8) Walk safely within the school grounds							
Term 4	(Wk 2) Stay positive	(Wk 4) Have a growth mindset		(Wk 1) Include others				
	(Wk 3) Accept emotions and think solutions	(Wk 8) Stay safe online		(Wk 6) Look after my friends				
	(Wk 5) Bounce back	(Wk 9&10) Go with the flow		(Wk 7) Listen first, then respond				

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.

RIGHTS OF STAFF	RESPONSIBILITIES OF STAFF
To be treated with respect	To respect others
To be treated professionally and courteously by colleagues, students and parents.	To act professionally by providing positive role models for parents and students.
To receive support from parents/caregivers	To respect the rights of parents/ caregivers.
To work in a safe and healthy environment	To promote a safe and healthy environment.
To teach without undue interruption from students.	To provide a sound educational environment for all students.

RIGHTS OF STUDENTS	RESPONSIBILITIES OF STUDENTS
To earn trust.	To act in a trustworthy manner.
To earn respect.	To respect others.
To express an opinion in a relevant and appropriate manner.	To allow others to express their opinion.
To have a safe and happy school.	To follow all rules and routines.
To receive a sound education	To do the best of which you are capable.
To learn without interruption.	To allow others to learn without interruption.
To have relevant decision explained.	To abide by decisions made by the staff.

RIGHTS OF PARENTS	RESPONSIBILITIES OF PARENTS
To have your child taught in a professional manner	To support and assist teachers in academic and social development.
To be informed of your child's academic and social development	To advise staff of relevant information regarding your child.
To be informed of the school's policies and expectations.	To support the school's policies and expectations.
To expect that each child will be treated fairly and safely.	To support the rules and routines outlined in the Responsible Behaviour Plan for Students.
To be treated with respect by members of the school community.	To respect and support school community members.

5: Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.

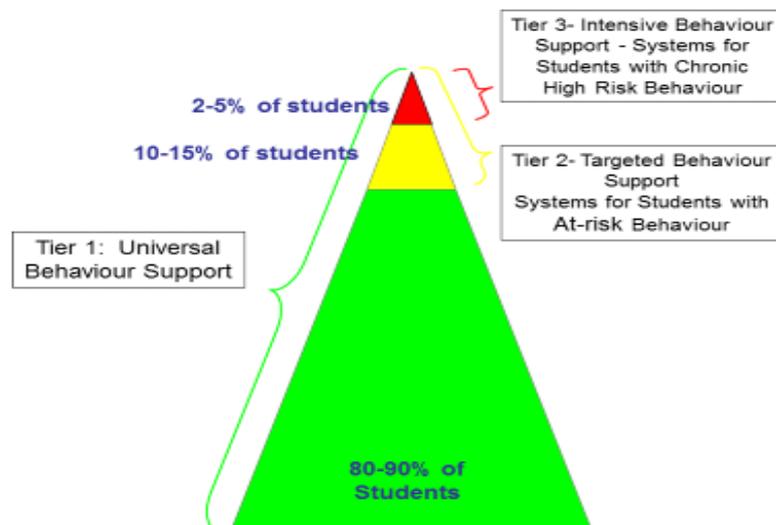
RESPONSIBLE BEHAVIOUR PRACTICES:

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/ Behaviour Monitoring Plans etc.

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
- Vignettes on Assemblies
- 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 responsible student behaviour:

- Positive Behaviour for Learning practices and strategies
- Explicit Teaching of the Matrix of Expectations. The Matrix is the Behaviour Curriculum.
- 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
- Active involvement of the school leadership team in Positive Behaviour for Learning decisions.
- Regular provision of information to staff and parents in sharing successful practices.
- Inducting /briefing new students and staff to BPSS Responsible Behaviour practices.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make adjustments consistently across all classroom and non-classroom settings.

Reinforcing expected school behaviour at Bray Park SS.

Communication of our key messages is reinforced through 'instructional feedback' for engaging in expected school behaviour. This includes both non-verbal and verbal acknowledgements, designed to increase the quantity and quality of positive interactions between students and staff. Staff members give appropriate acknowledgement and reinforcers through:

- Feedback for personal behaviour goals (to students).
- Weekly Cohort Meetings (Monday second break– Yr 6's) and Monday second break for (Year 4 & 5's), and as necessary with other cohorts.
- Achievement Awards Nominations & acknowledgement at Assemblies.
- Positive Messages Slips
- Positive Phone Messages to Parents.
- Camp Stamp Booklets – Commenced in Year 5 (Term 4) for Excursions & Camps the following year as Year 6 students, and continued up to Camp.
- Student of the Month Nomination, with photo acknowledgment in newsletters; and afternoon teas.
- Internal Class Reward systems.

Whole School Positive Acknowledgment Process 2019 (Staff)

	Process	Who
Catch It slips	All staff to continue using Catch It slips to acknowledge positive behaviour across the school	All classes
Class Collection	<ul style="list-style-type: none"> • All students are to put their Catch It slips into the Class Catch It Bin • School leaders will come to each class on a Tuesday to carry out the live draw and take the winning catch it with them. The winner WILL NOT be announced, but saved for assembly. • The student leaders will count the class total and record it. • The remaining catch it slips in the class bin are to be entered/recorded as a positive on One School each week and the slips are to be sent home with the student. • Class bins are to remain in the classroom at all times. 	School leaders
Assembly	<ul style="list-style-type: none"> • The winners of the live draw will be announced at Assembly. • They will receive an ice block at the following break and have until Friday of that week to collect it. 	PBL Coaches & school leaders
Whole School Reward	<ul style="list-style-type: none"> • A target number of 1000 catch it slips will be set as a school target across the term • Each week the total number of Catch It slips collected from each class will be totalled and announced at assembly (a running total to be displayed or announced) • Student Council & whole staff can discuss possible rewards and submit those suggestions to the PBL committee to make the final decision. • The rewards will be carried out at a set date in the last week of Term if achieved across the school 	School leaders/teachers
SARARA's expectation of the week & SARARA's Super Heroes	<ul style="list-style-type: none"> • During assembly, the expectation of the week will be announced and a video clip will be shared to reinforce expectations. • Each teacher will select one student from his or her class who has followed the expectation that week to become SARARA's Super Hero and awarded with the class cape to wear to Assembly and in the classroom for that week. e.g. Term 1, Week 1 – expectation announced, Week 2 – SARARA's Super Heroes come to assembly wearing their cape. • During assembly, the Super Heroes will be asked to stand and praised for their efforts during the past week following the school expectation. • The new expectation will then be announced and the video clip shown. The process will repeat each week. 	PBL Coaches School Leaders
Good News Slips	<ul style="list-style-type: none"> • Teachers are to handwrite a note to parents informing them of the 'good news' about their child. 	All staff

	<ul style="list-style-type: none"> • The note is to be sent to the office Admin (Kylie/Jane) to post home to the family. • Record these as a positive on One School. 	
Achievement Awards	<ul style="list-style-type: none"> • Each week on assembly (excluding special events & Student of the Month), Principal or nominee will read out the achievement awards submitted by class teachers. • They need to be written out and put in the Principal's pigeonhole before first break on a Tuesday. • Record these as a positive on One School. 	All staff
Positive Post Cards	<ul style="list-style-type: none"> • Each term, two students are selected by the class teacher who are deserving of a positive post card from the Principal. This is a hand written post card that is mailed home to the family informing them of the gains they have made for that term. • The class teacher writes the message that they want the Principal to write on the post card. • Record these as a positive on One School. 	All staff
Student of the Month	<ul style="list-style-type: none"> • Each month, class teachers will select a student who has demonstrated 'Safe, Responsible & Respectful' behaviours at school and submits their name to Evanthia (aide). • After names have been submitted, and certificates prepared, Office staff send home letters advising families of Parents are invited to this assembly • At the Student of the Month Assembly, teachers make a brief speech about their student and award them with their certificate. • Winners are invited to attend a special afternoon tea usually held in the following week on a Wednesday last session at 2:30pm. Students are allowed to select a friend to go with them. 	All staff

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, Responsibly and Respectfully. 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 managing 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 (MYCP), Child and Young Persons Mental Health Services (CHYMHS) & Behavioural Paediatricians etc.

The Support Services Team, comprising the Head of Special Education, Deputy Principal, Guidance Officer, Support Teacher Literacy & Numeracy, meet throughout the term 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 Behaviour Management 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 (Assistant Executive Director)
- 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 (if possible)
- keeping a calm voice
- 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. Staff and DETE Behaviour representatives developed the Flow Charts collaboratively).

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: "Safe, Responsible and Respectful always". 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, Gala 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 on (a) recognising the stages of a crisis or critical incident and (b) on attitudes/approaches by adults to de-escalate a situation (if possible) to ensure that both students and staff are kept safe.

Teachers must practise quick responses if it is necessary to evacuate a class, or to remove students from a student who acts out and exhibits potentially dangerous behaviours that impact upon the safety of themselves, staff and students.

The universal process to be adopted across the school is the use of the term “Lines”. When the teacher calls “Lines”, students are to form into two lines behind designated Class Leaders. The class may be evacuated by the class teacher or another staff member (e.g.) the teacher next to them, whilst a crisis is occurring.

If a crisis occurs in the playground, staff send for assistance via mobile phone contact to the office, **or the use of a fluorescent yellow NVC Card located in the duty bag.** The card will identify where the crisis situation is happening.

If a crisis occurs in the SEP and there are no other staff available, staff are to ensure that they have a mobile phone on hand, or position themselves near an intercom to request assistance.

In all circumstances, the contact is to be made via the Office Admin who will then page or mobile contact the Deputy Principal or HOSSES.

Crisis Development		
Crisis Development/Behaviours exhibited by child	Corresponding Attitudes/Approaches.	Desired Staff
1. Anxiety- Noticeable change in behaviour- finger drumming, wring of hands, rocking, staring.	Be Supportive: Take an empathic, non-judgemental approach attempting to alleviate the child's anxiety. Recognition the child's emotions. Use slow measured speech. Tone, volume and cadence are critical at this stage. Avoid sarcasm. Personal Space –Proxemics- at least 1.5 metres Body Language – non-threatening, open stance and not confronting.	
2. Defensiveness- The beginning stages of the child's loss of rationality, usually accompanied by belligerence, challenging authority, refusal to comply with instruction.	Be Directive: Set limits e.g When you talk calmly, I can listen ...; When you are ready to talk.. NB: If the child is not responding, contact the office for Assistance. Class teacher removes class from crisis to ensure safety of others.	
3. Acting-Out stage- The total loss of control which results in physical acting out episode- the crisis. Child engages in dangerous behaviour (to self and others)	Staff trained in Non-Violent Crisis Intervention assess the situation and determine a one person or team response is required. If a team response is required, other non-teaching staff are re-deployed to ensure trained staff intervene and enact safe, non-harmful holding strategies to ensure safety of child & others. Physical intervention is used as a very last resort, and is used to manage a situation, not the person.	
4. Tension Reduction: A decrease in physical and emotional energy. The student regains some rationality e.g. breathing gradually returns to normal); they may sleep etc	Therapeutic rapport is established between the teacher and the child. This is where change and growth can take place. De-briefing occurs at this stage- for the child, the staff member and the class.	

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 to School Administrators & Workplace Incident Investigators on

- (a) Assessing the welfare of all persons
- (b) Identifying who was involved
- (c) Establishing what happened
- (d) Identifying where it happened
- (e) Ascertaining why it happened- what were the contributing factors/preceding events
- (f) Risk Management - What we learned – what we can do next ?

An Incident Investigation form will be required to be completed in compliance with DETE processes.

Possible Debriefing Questions for staff	Possible Debriefing Questions for students -
What were the first signs?	What was it that you needed?
What de-escalation techniques were used?	What upset you most?
What worked and what did not?	What did we do that was helpful?
What would you do differently next time?	What did we do that got it that way?
How can physical intervention be avoided in this situation in the future?	What can we do better next time?
What emotional impact does using physical intervention have on you?	Is there anything that you would do differently?
What was your emotional state at the time of the escalation?	Would you do something differently next time?
	What could we have done to make the physical intervention less invasive?

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:-

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

If a student does not arrive for their detention, the allotted detention time becomes accumulative. 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.

IN CLASS MINOR AND MAJOR MISBEHAVIOUR FLOWCHART

MINOR LEVEL BEHAVIOURS- examples

Minor acts of misconduct which interfere with the learning and safety of others in a minor way.
They may include, but are not limited to:

- 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

BEHAVIOUR RESOLVED ?

**(YES) PRAISE
APPROPRIATE
BEHAVIOUR**

(NO)
Time Out
Record behaviour on
One School as minor

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)
- Wilful 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)
- Wilful 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
- Behaviour tracking
- Daily check-in with Admin
- Time in office
- Suspension (Admin authorised)

BEHAVIOUR RESOLVED ?

**(YES) PRAISE
APPROPRIATE
BEHAVIOUR**

(NO) -
Develop IBSP
Case Conference
Suspension/s
Exclusion

OUT OF CLASS MINOR AND MAJOR MISBEHAVIOUR FLOWCHART

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
- Running on the concrete
- Playing around the Tuckshop area
- Taking off shoes during play
- Leaving eating area without permission
- Walking around with food during eating/play time
- Minor dishonesty
- Not following directions (not leaving play area)
- Inappropriate language and gestures
- Not playing fairly
- Playing in or near the toilets including yelling/screaming
- Not wearing a hat
- Playing after the bell
- Playing around buildings
- Standing/playing on seats
- Not using manners
- Rough play
- Being in an out of bounds area

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 1: - 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

BEHAVIOUR RESOLVED ?

(YES) PRAISE APPROPRIATE BEHAVIOUR

(NO) : Repeated behaviours or higher level minor behaviours are to be recorded on One School as minor , and also referred to child's class teacher/s

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)
 - Previous strategies
 - Loss of privileges
 - Community Service
 - Behaviour Contract
 - Detention (Lunch, Admin supervised)
 - Supported Play
 - Withdrawal from excursions/inter-school sport or extra-curricular activity
 - Suspension (Admin authorised)
 - Proposal to exclude
- Behaviour tracking
- Daily check-in with Admin
- Time in office
- Restorative Chat
- Alternate Play Timetable
- Recommendation to exclude

BEHAVIOUR RESOLVED ?

(YES): PRAISE APPROPRIATE BEHAVIOUR

(NO) Develop IBSP Case Conference Suspension/s Exclusion

5. ROUTINES – EXPLICIT EXPECTATIONS TO DEVELOP HIGH BEHAVIOURAL STANDARDS

<p><u>Assembly</u></p>	<p><u>Explicit Expectations–</u></p> <ol style="list-style-type: none"> 1. Prep Classes are closest to the stage on the roller door side. Behind Prep’s are Year 1 classes, followed by Yr 2 and then Yr 3. 2. An aisle is left in the centre of the Hall. 3. Year 6 students (those on Hall Duty) sit on the end of class lines nearest lines and model good behaviour to peers. 4. Year 4 classes are closest to the stage on the screen side of the Hall. Year 5’s sit behind them, with Yr 6’s at the rear . 5. Entry and exit to the Hall for Year 6 students is via the pathway from H Block adjacent to the kitchen. Year 5, 4 and 3 students enter and exit via the single door near the Hall toilets. Year 2, 1 and Prep enter & exit via the main roller doors.
<p><u>Transitions</u> <u>All year levels</u></p>	<p><u>Explicit Expectations–</u></p> <ol style="list-style-type: none"> 1. Students to move in two quiet, orderly and controlled lines. 2. Students to be always accompanied by their teacher. Teacher to ensure they are providing <i>active supervision</i> and can see all students as they transition. 3. Students to be delivered to and picked up from all specialists lessons on time by their teacher. 4. Specialist Teachers to negotiate changeovers of classes between specialist lessons. 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.
<p><u>Getting A Drink</u> <u>All Year Levels</u></p>	<p><u>Explicit Expectations–</u></p> <ol style="list-style-type: none"> 1. Students will bring a water bottle to school each day and leave it in a designated area in the classroom (preferably not on desks). 2. Children may access a drink after asking permission from the teacher and as deemed appropriate. On hot days, it may be necessary to access chilled water bubblers as a class, rather than releasing pairs of unsupervised children throughout class sessions. 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.
<p><u>Going to the Toilet -</u> <u>Years P – 3</u></p> <p><u>Note –Prep A & B- separate routine section.</u></p>	<p><u>Explicit Expectations-</u></p> <ol style="list-style-type: none"> 1. All students are encouraged to access toilets before school and during breaks. 2. For supervision and safety purposes, it is best to take Junior students as a class and monitor the students. Send in approximately 4 students at a time (four in, four out etc). 3. In the classroom, if a necessary toilet break is required, children wear classroom lanyards and go to the toilet area with an appropriate partner. 4. Time out of class to access the toilet and frequency of visits, if excessive, is to be monitored by the class teacher and recorded, 5. NOTE: If a parent has supplied a Doctor’s letter requesting children have toilet breaks more regularly, this will be accommodated.
<p><u>Going to the toilet -</u> <u>Years 4-6</u></p>	<p><u>Explicit Expectations-</u></p> <ol style="list-style-type: none"> 1. All students encouraged to go to the toilet before school and during breaks. 2. Visits to the toilet in the first half hour following the commencement of school or after a lunch break should be monitored. 3. In an emergency, students needing to access the toilet can do so, but must have a classroom lanyard and responsible partner with them. NOTE: If a parent has supplied a Doctor’s letter requesting children have toilet breaks more regularly, this will be accommodated. 4. Time out of the classroom and frequency of visits is to be carefully monitored through a classroom sign out/sign in system. NOTE: Staff will be considerate and sensitive to the needs of girls in upper year levels.
<p><u>Healthy /Brain</u> <u>Snack</u></p>	<ol style="list-style-type: none"> 1. Can occur during 1st session at a time suitable to the classroom program/teacher. This is only to be a short break, no longer than 10 minutes, and may be completed during a class story time, or at the start of the day, so as not to interfere with class learning times. 2. The snack must be undertaken within the classroom or classroom vicinity. 3. <i>Active supervision</i> is required for organisation and collection of fruit or other item from the port racks (internal or external). 4. <i>When accessing snacks, students are to be considerate of classes next to them, so noise level must be minimal.</i>
<p><u>Prep - Viscount St</u> <u>Play Arrangements</u></p>	<ol style="list-style-type: none"> 1. Tuckshop (operating each Friday) is brought over by student leaders or other nominated students. 2. Hot food is distributed to children to eat before play.

	<ol style="list-style-type: none"> 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. 4. When the bell goes for eating, children line up on the cement path near the playground to be released by rostered duty staff. 5. At second break, children are required to pack away play equipment before lining up. 6. Children are released in an orderly manner to prepare for lunch; this does include washing hands and using the toilets. 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.
<u>Prep A & B Eating Arrangements</u>	<ol style="list-style-type: none"> 1. Children eat in undercover area. 2. Supervision occurs by teaching staff as per the duty roster supplied for each term. 3. Children are to be encouraged to eat perishable items at first break. 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.
<u>Designated Eating Areas :</u>	<p>Prep A & B – at Prep A & B facility undercover area. Prep C & all Year 1 students at Tuckshop Alcove near C Block. Year 2 – at Tuckshop Alcoves closest to ramp. Year 3 – at Tuckshop Undercover Area alcoves & seats closest to chilled water bubblers. Year 4-6 – at Assembly Hall UCA</p>
<u>Designated Play Areas :</u>	<p>Prep A & B – at Prep A & B playground (Viscount Street) Prep C & all Year 1's – at Blue Fenced Playground adjacent to Hopetoun Street (for Term 1) Year 2-3 – Main Oval (where the cricket wicket is located). Year 1 students play on the running track area; Year 2's on the oval sector closest to Hopetoun Street) and Year 3's play in the oval sector on the Anzac Garden side. Year 4-6 – On Play Fields Areas and Play Equipment Areas at rear of library & near tennis courts.</p>
<u>Prep C, 1A,1B and Year 1's from 1/2E Play & Eating Routine for Term 1</u>	<ul style="list-style-type: none"> • Prep C and Year 1's from Year 1\2 exit straight to the play area and wait with Prep C class teacher until duty teacher arrives. • Year 2's from Year 1\2 E be taken by class teacher to the end of F Block line up area. • Year 1A exits via rear door (AEIOU side) • Year 1B exits via Tuckshop end and lines up on path outside of C Block near yellow gate. • At 11.20, the eating duty teacher joins the supervising play teachers. • At the end of play bell (11.25), students line-up on the concrete pathway facing Admin. • Eating Duty teacher walks with children to the designated eating area, accompanied by the two play supervision teachers.
<u>Year 1's and Prep C Play & Eating Routine for Term 2-4</u>	<ul style="list-style-type: none"> • Teachers walk classes and organise for children to place their lunch boxes in large plastic crates at designated eating areas. • <i>For safety purposes, teachers are to accompany students and walk across the green rubberised compound (between E & F Block) to the UnderCover Area adjacent to SB Block (the block with the serpent mural painted on it).</i> • Supervising teachers (at play period) commence a staggered release of students. • At 11.20, the eating duty teacher joins the supervising play teachers. • At the end of play bell (11.25), students line-up on the concrete pathway facing Admin. • <i>Teachers walk students across the green rubberised compound to their eating area.</i> • Eating Duty teacher walks with children to the designated eating area, accompanied by the two play supervision teachers.
<p><u>Year 2-3 Play & Eating Routines.</u></p> <p>At 8.50 a.m, Student Leaders Representatives place large plastic tubs in the Tuckshop Alcove and Tuckshop UnderCover area.</p>	<ul style="list-style-type: none"> • Teachers /specialist teachers walk their classes to the line-up area outside F Block, depositing lunchboxes in large plastic tubs (at designated eating areas) as they go. • Transition to the line-up area is via the undercover concrete pathway of the Tuckshop and along F Block. • At the line-up area, class teachers hand over students when all duty teachers arrive. NB: Classes that are late to the line-up area must be accompanied to the playground by their class/specialist teacher. • Duty teachers then commence a <u>staggered release of students</u> to the play equipment and oval via the concrete pathway adjacent to the Bunyabilla room. • Students wishing to access the library are to do so via the G & H block pathway • Students without hats are to remain in the undercover area below the tuckshop and are supervised by the tuckshop/toilet duty teacher. Students remain seated when in this area. The Tuckshop is not a designated play area. • <i>At 11:20, rostered eating duty staff join play time staff.</i>

	<p>11:25 and 1:30 End of play bell</p> <ul style="list-style-type: none"> At the end of play bell, all duty teachers walk students to the line-up area. Year 1 students line-up on the concrete path adjacent to SB Block (the room with the serpent mural) and a teacher accompanies them <i>across the green compound</i> to their eating area. <i>(For safety reasons, do not transit behind E Block).</i> Year 2 students line up on the concrete pathway parallel to the classroom at the end of F Block. <i>Note- Year 3 students line up behind Year 2's. They access eating area via the pathway along F Block.</i> Students exiting the library, join their respective classes via the pathway behind G & H Blocks. Similarly, students who were at the Tuckshop must progress to join their classes in the line-up at F Block. Note: This is a safety aspect and ensures that children are not in the eating area unsupervised. During eating time, Year 1 – 3 students are to sit on designated seats <i>and not on the concrete</i>. Children can dispose of litter in bins near to their eating area. If children need to leave the eating area, or access toilets or drink bubblers, they must ask teacher permission to do so. Note: There is a designated staff member on duty to supervise Junior toilet access. <p>11:45 and 1:45 End of eating bell</p> <ul style="list-style-type: none"> 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 to place their lunch boxes in the plastic tubs (<i>first break only</i>) and then line up in class lines. <i>At the second break, students take their lunch boxes with them back to class.</i> At the end of the second bell, class teachers collect their classes and ensure area is clean before leaving. Note: <i>At end of second break, Student Leader monitors will store class lunch tubs in B block or at the end of C Block.</i>
<p><u>Routines & Expectations for 1st & 2nd Breaks</u></p> <ul style="list-style-type: none"> By 9.00 a.m., Lunchbox crates (plastic tubs) are put out by Student Leader monitors before school (placed out of the sun), with Year 4 closest to the Hall Kitchen Area. 	<p><u>Years 4 – 6</u></p> <p>11:00 and 1:15 Start of play bell</p> <ul style="list-style-type: none"> At the above bell times, class teachers/specialist teachers walk their class via the Assembly Hall so that students can deposit lunch boxes before proceeding to the line-up Undercover Area adjacent to J Block. At the line-up area, class teachers hand over students when all duty teachers arrive. NB: <i>Classes that are late to the line-up area must be accompanied to the playground by their class/specialist teachers.</i> Duty teachers walk with students down the pathway past the YMCA building, and begin a <i>managed release of students to play</i> in respective duty areas. Children wishing to access the Library can do so after being released by play duty teachers. Students without hats are to go to the undercover area (tuckshop) and are supervised by tuckshop/toilets duty teacher. <i>At 11:20, rostered eating duty staff join play time staff.</i> <p>11:25 and 1:30 End of play bell</p> <ul style="list-style-type: none"> Year 4 and Year 5 students line up in respective class lines facing the demountable building. Year 6 students –line up facing the verandah of the SL demountable on the grassed area in respective class lines. Students exiting the library join their respective classes via the rear of the demountables. Similarly, students who were at the Tuckshop must progress to join their classes. Note: This is a safety aspect and ensures that children are not in the eating area unsupervised. All Duty teachers walk with students (starting with Year 4 students) along the pathway via J Block. Students follow the routine of accessing water bubblers (outside J Block); accessing toilets and then eating in their respective areas. <p><i>Eating Time Expectations:</i></p> <ul style="list-style-type: none"> During eating time, Year 4-6 students sit in friendships groups with Year 4's closest to the Hall Kitchen; Year 5's in the centre and Year 6's closest to K Block. NOTE: <i>Eating in friendship groups is at the Principal's discretion and is dependent on students complying with expectations and cleanliness.</i>

	<ul style="list-style-type: none"> • <i>If children need to leave the eating area, or access toilets or drink bubblers, they must ask teacher permission to do so.</i> • At the end of eating time, children dispose of litter and form into class lines. In the interests of having an efficient and orderly transition from eating to line-up; students are not to be released to go for further drinks at bubblers. In hot weather, teachers may access bubblers with their class in transit. <p><u>Duty Bags - Years 1-3 and Years 4-6:</u> 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 each break and return them to B Block where they are stored. <i>Do not leave Duty Bags on seats.</i></p>
<p><u>Games and safety:</u> <u>P-6</u></p>	<ul style="list-style-type: none"> • No rough play, wrestling, zombie, Fortnite or 'pretend' fighting games are permitted. • Handball courts (Yrs 4-6) are usually numbered to show which courts are to be used by which year level. • The soccer fields are – Yr 6 behind YMCA demountable, Yr 5 behind library, Yr 4-6 (supervised by Mr Rhys-Jones) along the back fence. • No mixed year level games. • No form of rugby is permitted, soccer only.
<p><u>Routine before school Prep-Yr 6</u></p>	<ul style="list-style-type: none"> • Children are to arrive at school, or be delivered to school, from 8.45 a.m. log phones and other electronic devices in at the office, place Tuckshop orders and then proceed to the Assembly Hall Covered Area. Exceptions to the arrival time of 8.45 a.m. are 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. • If students are accompanied by their parents when they arrive at school, they are required to proceed to the assembly hall area. There are no requirements for parents to stay once children are seated in class lines at the hall. • Students remain seated in class lines until collection at 8.55 by their class teachers. There is no eating or play before collection. • Prep children (who have attended the YMCA), or who have siblings in other year levels, wait as a group near single door entrance of the Hall. At 8.55, they are taken by an aide/student leader across the oval to their Prep A or B class. • <i>Prep A and B gate accesses (that is the front gate Viscount Street and the double gate oval side emergency access) will remain closed until 8.45 a.m. Parents are advised that there is no play on any equipment before school.</i>
<p><u>End of Day</u> <u>All Year Levels</u></p>	<p><u>Explicit Expectations-</u></p> <ol style="list-style-type: none"> 1. All students are to clear their desks and tidy their own area. 2. Classrooms are to be orderly and tidy. 3. Windows are to be closed and chairs up. 4. <i>Students are not to be dismissed until 3 pm.</i> 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).
<p><u>Parents Waiting outside Classrooms between 2-3 pm. Includes Prep A and B parents.</u></p>	<ul style="list-style-type: none"> • <i>To limit distractions for students or staff, parents are encouraged to wait in the Undercover Area of the Tuckshop, and not outside classrooms, or at seats/tables in the vicinity of classes until children are released at the end of the school day. In an emergency lockdown situation, having parents scattered throughout the school makes the accountability process more difficult.</i> • If all parents are together in the Tuckshop Covered Area, then the majority of parents on the school premises can be moved quickly into B Block, the room adjacent to the Tuckshop Covered Area. This will allow teachers to focus on accounting for students as their primary focus. • Prep A and B parents are to wait at the front of the Prep Facility entrance (Viscount Street) until 3.00pm when collection of children occurs.

<u>Bus Routines</u>	<ol style="list-style-type: none"> 1. Children arriving on buses (mornings) are to go straight to the hall and wait in class lines until collection by teacher for start of instruction. 2. Children going home on the bus are to report to the teacher on duty in the bus shed. 3. Once marked off on the roll, children sit or wait until their bus arrives. There is no play. 4. 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. 5. Children are expected to comply with safe behaviour whilst on buses (remain in seats) compliant with the universal rule of 'safe, responsible and respectful always'.
<u>Late Arrivals</u>	<ol style="list-style-type: none"> 1. Children who arrive late are to go to the office and collect a late slip. 2. Children then present these to their class teacher.
<u>Mobile Phones & other electronic devices.</u>	<ol style="list-style-type: none"> 1. Children are to log these in at the office side window, upon arrival. 2. At day's end, children wait at the window and sign out once they have collected their phone. 3. Phone calls to parents are able to be made, once they have collected their phones. 4. Children are not permitted to take photographs of other children, using their mobile phones, on school premises. 5. Mobile phones are not to be brought to school dances.
<u>Transition to Home</u>	<ol style="list-style-type: none"> 1. Children collected by parents (Hopetoun Street) are to wait at the designated shelter area on the seats. 2. Children exiting via Sparkes Road are to follow the concrete pathway to the gate. 3. Children are to remain inside the boundary until parents arrive. 4. Children (on foot or on bikes/scooters) are to utilise the pedestrian crossing/lights at Sparkes Road to cross the road. 5. Children are not to sit on fence or wait on fence lines. 6. There is no play on play equipment/school ovals/in and around buildings.
<u>Bicycles & Scooters</u>	<ol style="list-style-type: none"> 1. Children riding bikes/scooters to school are to dismount when they enter the school grounds. 2. Bikes and scooters are to be housed in the bicycle compound at end of C block 3. At 9.00, the compound is locked by cleaners and unlocked at 2.55pm. 4. Children walk bicycles and scooters out of the school grounds. Once outside the gates they are able to ride. 5. Children are to wear a helmet for their safety.
<u>Wet Weather All Year Levels</u>	<p><u>Explicit Expectations-</u></p> <ol style="list-style-type: none"> 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 : <ul style="list-style-type: none"> • Option 1) :Students will be advised to return to their classrooms. Staff return to class and conduct supervision as per wet weather lunch procedures. 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. • Option 2): Students will be asked to congregate as a group in Undercover Areas. Years 1-3 will congregate in the UCA of the Tuckshop & Years 4-6 in the UCA of the Assembly Hall. <p>The decision will be made by Admin staff and will take into account the amount of time remaining in the break; weather conditions etc.</p>
<u>Inter-school Sport Gala Days Yrs. 5 & 6 teachers/coaches of sport</u>	<p><u>Explicit Expectations-</u></p> <p>Before</p> <ul style="list-style-type: none"> • Notices re Gala Day are distributed at least 6 weeks before the event. • The PE teacher seeks interest from staff to coach teams in the nominated sports; and organises student teams and coaches. This is communicated via email to staff and to Admin. • On Friday afternoons, coaches take respective teams for practise. Children must have at least 3 afternoons of practise. • The day before gala day all equipment (medication, tents & trolleys, flags, uniforms, first aid, water bottles, balls etc) should be placed in the hall ready to go.

	<ul style="list-style-type: none"> • Each teacher will be distributed with a roll of students: (Those attending & those remaining at school). • The PGD roster is adjusted to ensure coverage of Yr 4-6 teachers involved with Gala Day. <p>Morning of Gala Day</p> <ul style="list-style-type: none"> • When students arrive at school they will wait in the hall sitting in class lines as per the normal routine. • At 8:30 teachers begin to assemble students into teams in the hall undercover area. • Student will sit with their team in lines. Students not participating will also form a line with their respective 'stay at school teacher'. • Teachers to distribute any jerseys and allow students 5 minutes to get changed and return. • Teachers will mark rolls for their particular sport and send completed roll to office to be photocopied and returned. • Teachers discuss behaviour expectations with students • Teachers walk their students to the bus (normally located on Sparkes Rd), student are to assist in carrying all the equipment to the bus. <p>During the day</p> <ul style="list-style-type: none"> • 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. <p>Completion of day.</p> <ul style="list-style-type: none"> • 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 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. <p>Arrival back at school</p> <ul style="list-style-type: none"> • Assign 1 student per team to take home and wash jerseys. • All other equipment is to be placed back in the hall (can be put away properly in sheds later). • Upon return from sport (between 2.45-3.00 p.m.), teams assemble in the hall 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 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).
<p><u>Routines</u> <u>Swimming</u></p>	<ul style="list-style-type: none"> • 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 for the week 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.
<p><u>Minimising</u> <u>Accidents and</u> <u>Injuries- Playground</u></p>	<p>Preparing children for safe play and safe use of play equipment. – Refer to charts in Playground Duty Bags.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In the first week of school, the PE teachers and class teachers MUST explain to children how to use playground fort equipment safely. This applies to all play areas P-6. <input type="checkbox"/> With play fort equipment, if children cannot stand on the platform with feet flat on the platform and grip the overhead bars comfortably, they are too short to use that particular

<p><u>Active Supervision</u></p>	<p>item of equipment safely.</p> <p>PLAYGROUND EQUIPMENT – USE OF.</p> <ul style="list-style-type: none"> ❑ Equipment at the front of the school grounds facing Hopetoun Street (Little playground with blue pool fence) is suitable for use by children in Prep /Year 1. ❑ Years 1-3 Play Equipment Area is that next to SB Block (room with serpent mural) and main oval. ❑ Years 4-6 (at rear of school – play fields and play equipment). <p>Active supervision is a monitoring procedure made up of 3 components (1) Moving Effectively (2) Scanning Effectively and (3) Interacting Frequently. Active supervision is used in all learning contexts. It can be verbal and non-verbal, and its purpose is to communicate to students the certainty that you do inspect what you expect.</p> <p>PLAYGROUND DUTY –RESPONSIBILITIES OF TEACHERS and AIDES –Active Supervision :</p> <ul style="list-style-type: none"> ❑ Know your duty area, the time you are rostered on, and the area’s boundaries BUT do not hesitate to venture into the other teacher’s area if you foresee possible risk or injury to students. ❑ DO NOT MAKE SWAPS/CHANGES to rosters without advising office staff of changes to rosters, and of the need to change. ❑ Apply visual scanning techniques. Know types of games played and approximate number of children in your area. Look and listen for signs of a problem. Intervene and stop children engaging in unsafe/dangerous play. Complete a One School record if necessary. ❑ Have your PGD bag with you, know where the changeover site is, know who takes over from you, and be on time when changing over. ❑ Hand over the PGD Bag to the incoming teacher. (Under no circumstances, is a teacher to leave the folder on a seat and leave their duty area unsupervised). <i>Contact the office if the next staff member has not arrived for duty.</i> ❑ Be vigilant and mobile in your supervision -know approximate circuits you do. ❑ Place yourself in a clear position to enable maximum visibility of the most number of students ❑ Interact positively with students. Use positive reinforcement language that recognises safe play and interactions with others. If it is necessary to apply corrective responses, be non-critical. Deliver consequences through a neutral demeanour which is consistent across students displaying inappropriate behaviour ❑ Protect your voice – use a loud hailer (available from the staffroom), or a whistle to gain student attention; or other techniques (e.g. clapping; hands in the air etc). (N.B. Like all staff members, supervising staff have a responsibility to ensure that they contribute to their own welfare and safety).
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7a. 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
- External Agencies – eg Community Health, Child and Young Persons Mental Health; Dept of Child Safety, Red Cross, Intercept etc. Family and Child Connect, IFS – Intensive Family Support Service.

- Disability Services Queensland; Q'LD Health; Department of Communities, (Child Safety Services)/ Local Council & Neighbourhood Centre.

7b. Student Wellbeing

Student well-being and emotional health is address through a number of ways at the school. The school works closely with Education Department Occupational Therapists, Physiotherapists, Guidance Officers and psychologists to ensure that children have positive mental health. Other activities to encourage positive mindsets include:

- Teaching children the 5 foundation skills to be successful (organisation, confidence, getting along, persistence and emotional resilience) and the associated positive habits of the mind with each skill.
- Whole school singalongs
- Engaging children in a variety of programs at lunch breaks (dance groups, tap dance, table tennis, ukulele all aimed at developing confidence in children.
- Fun Friends programs (run though the Guidance Officer)
- Mindfulness approaches are taught to children with high anxiety
- Relaxation music is used in some classes

8a: Positive Behaviour for Learning (PBL)

<http://education.qld.gov.au/asd-online-resource-kit/schools/learning-environment/pbs.html>

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 (a 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, responsible and respectful always'**.
- ✓ 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\(http://www.bullyingnoway.gov.au/parents/facts/what-is-bullying.html \)](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; and through the lessons of the Expectation Matrix.
5. Will teach children how to Recognise, React & Report & be more informed and aware of safety through Daniel Morcombe Safety Curriculum Activities.
6. Will address Bullying issues at specific Assemblies (Anti-Bullying Day; Harmony Day).
7. Will provide opportunities for students to talk with School Based Police Officers re appropriate and safe behaviours when on-line. (Think U Know programs aimed at Upper School Students).

If parents feel that their child is the victim of bullying, please discuss this with your child's teacher who will notate your concerns.

<p>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 social skills & resilience in association with Positive Behaviour for Learning lessons. The 5 steps are: Ignore , Talk Friendly, Walk Away, Talk Firmly. Report!</p>				
<p>1: Ignore Pretend you didn't hear it.</p> <p>Do not make eye contact.</p> <p>Maintain positive body posture (calm, confident).</p> <p>Think positive self-esteem statements.</p> <p>Count to five in your head slowly.</p> <p>Take deep breaths.</p>	<p>2: Talk Friendly Use a calm voice.</p> <p>Maintain eye contact.</p> <p>Confident body language.</p> <p>Maintain relatively close body proximity.</p> <p>Use "I" statements – I feel when you because....</p>	<p>3: Walk Away Stand tall, head up high.</p> <p>Mouth closed. Look confident.</p> <p>Do not use eye contact.</p> <p>Walk towards a congested area or to a safety zone (teacher).</p> <p>Do not look back. Walk confidently, don't run.</p>	<p>4: Talk Firmly As per Talk Friendly.</p> <p>Use an assertive voice, slightly raised.</p> <p>Tell them to stop it.</p> <p>Re-state your "I" statement. eg. I said</p>	<p>5: Report Walk away and tell a staff member.</p> <p>Go to an area where you feel safe.</p> <p>Bystanders - support and report.</p> <p><u>Report, report, report until somebody listens</u></p>

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

Reporting is when

- the child wants to keep themselves or others safe
- the child is concerned about safety

- the problem is important and urgent
- someone may be hurt or in danger.
- an adult is needed to help solve the problem
-

Dobbing /Snitching is trying to get someone in trouble when there is no basis for it.

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) and be 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 etc 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. 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.

<p>Students' role To be a safe and responsible passenger</p>	<p>Students' rights To be safe To be respected and treated fairly</p>	<p>Students' responsibilities</p> <ul style="list-style-type: none"> • To act safely and responsibly by: <ul style="list-style-type: none"> ○ following driver instructions ○ following the bus rules and the Code ○ respecting self and others ○ respecting own property and the property of others ○ communicating respectfully with others ○ accepting consequences for bus misconduct.
<p>Students' expected behaviours</p> <ul style="list-style-type: none"> • Hail the bus and wait in an orderly manner. • Respect other people and their property. <ul style="list-style-type: none"> ○ Behave in a way that ensures a safe bus journey for all passengers by: <ul style="list-style-type: none"> ○ following bus rules ○ staying in the right place ○ behaving in a calm, non-aggressive way ○ keeping hands and feet to self ○ speaking politely ○ storing all objects safely. • Get off the bus in an orderly manner. • Follow the driver's safety instructions. <p>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 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.</p>		

13. Related legislation of the Management Plan for Students.

- [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/
- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)