Bundamba State Secondary College

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

At Bundamba SSC our vision is for all students to achieve “Success with Honour”. Our focus is building a productive learning environment, underpinned by our values of Pride, Empowerment, Respect and Responsibility. Our values drive our decision making on a daily basis and are the foundation of our work and our Responsible Behaviour Plan.

2. Consultation and data review

Bundamba SSC developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through student representative council groups and the Parents’ and Citizens’ Association.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has informed the development of this plan.

The Plan was endorsed by the Principal, the Parents’ and Citizen’s Association, and the Assistant Regional Director in term 2, 2017 and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

Bundamba SSC is a Positive Behaviour for Learning School. Under this framework we ensure systematic efforts to explicitly teach expected behaviours on an ongoing basis. We are explicit in our expectations of behaviour in all areas of school and community engagement and our expectations matrix clearly states this behaviour in terms easily understood by students and the wider school community. This Responsible Behaviour Plan contains clear consequences that are applied with procedural fairness and in a consistent manner, considering individual circumstance.

Our plan respects the rights and responsibilities of all members of our school community and works to ensure consistency and fairness for all:

- Student behaviour is an educational issue rather than just a management issue.
- Classroom management skills and strategies are important and should be part of the total curriculum (formal and informal) and school organisation.
- Parents play a primary role in supporting and nurturing their children and we strive to gain parental input and involvement at Bundamba SSC.
- Students learn best when they:
  - are treated with understanding, respect and politeness
  - feel safe
  - feel challenged and engaged with the tasks they are completing
  - feel pride in their achievements
  - can work in a supportive classroom environment
  - are emotionally and physically well
  - feel belonging in the school community and have opportunities to express their opinions and stay informed
  - share and adhere to our school values –PRIDE, RESPECT, RESPONSIBILITY, EMPOWERMENT

- There are inherent rights and responsibilities that come with being a student at Bundamba SSC.
<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Student Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students have the responsibility to:</strong></td>
<td><strong>Students have the right to:</strong></td>
</tr>
<tr>
<td>Treat others in a manner that values individual difference and diversity.</td>
<td>Be welcomed to an environment that values individual difference and diversity.</td>
</tr>
<tr>
<td>Respect the authority of all staff – by following staff directions and requests</td>
<td>Work and relax in a safe environment</td>
</tr>
<tr>
<td>Treat others with courtesy and respect.</td>
<td>Be treated with courtesy, respect and understanding.</td>
</tr>
<tr>
<td>Gain maximum benefit from classes by:</td>
<td>Take part in effective and explicit teaching, and:</td>
</tr>
<tr>
<td>- participating in a way that contributes to an effective learning environment</td>
<td>- learn without disruption</td>
</tr>
<tr>
<td>- participating fully in an educational program</td>
<td>- achieve individual potential through considered effort</td>
</tr>
<tr>
<td>- attending school regularly and taking part in activities that are organised</td>
<td>- attend school every day</td>
</tr>
<tr>
<td>- consolidating learning through revision, review and homework</td>
<td>- reinforce learning on a daily basis</td>
</tr>
<tr>
<td>Respect the property of others by not stealing, damaging or interfering with it.</td>
<td>Have their property respected and expect it to be safe.</td>
</tr>
<tr>
<td>Ensure the safety of the school environment by not threatening, bullying, harassing or hurting anyone in any way.</td>
<td>Participate in a safe learning environment, free of harassment and bullying</td>
</tr>
<tr>
<td>Protect their health by not participating in any action that would be considered unhealthy or illegal.</td>
<td>Be healthy at school and not be pressured into health damaging habits.</td>
</tr>
<tr>
<td>Express their opinions in a non-aggressive manner and at an appropriate time.</td>
<td>Respectfully raise concerns and opinions in an appropriate forum and at an appropriate time.</td>
</tr>
<tr>
<td>Care for the school environment, contributing to a clean and safe school</td>
<td>Work in a clean and safe environment</td>
</tr>
<tr>
<td>Ensure that they represent the school by behaving and dressing in a way that will display pride in their appearance, their uniform and show respect for themselves and their school.</td>
<td>Be proud of their achievements and have these celebrated throughout the school community.</td>
</tr>
<tr>
<td></td>
<td>Be proud of the school's appearance and reputation.</td>
</tr>
<tr>
<td><strong>Staff Responsibilities</strong></td>
<td><strong>Staff Rights</strong></td>
</tr>
<tr>
<td><strong>Staff have the responsibility to:</strong></td>
<td><strong>Staff have the right to:</strong></td>
</tr>
<tr>
<td>Treat others in a manner that values individual difference and diversity.</td>
<td>Be welcomed to an environment that values individual difference and diversity.</td>
</tr>
<tr>
<td>Treat others with courtesy and respect.</td>
<td>Be treated with courtesy, respect and understanding.</td>
</tr>
<tr>
<td>Provide effective and explicit teaching by:</td>
<td>Be supported to provide effective and explicit teaching by:</td>
</tr>
<tr>
<td>- providing relevant and challenging educational programs</td>
<td>- being supported to develop relevant and challenging learning experiences</td>
</tr>
<tr>
<td>- providing effectively managed learning environments that are free from disruption</td>
<td>- being supported to teach without disruption</td>
</tr>
<tr>
<td>- providing revision, review and homework to consolidate learning</td>
<td>- being supported through a Line Management structure of Year Co-ordinators, Heads of Departments, Deans, Deputy Principals and Principal</td>
</tr>
<tr>
<td>- delivering lessons that align with the pedagogical framework of the school</td>
<td>- accessing professional development to refine and extend professional capabilities</td>
</tr>
<tr>
<td>- supporting the school's ethos, policies and procedures</td>
<td>- being provided with clear school policies and expectations</td>
</tr>
<tr>
<td>- actively involving parents in the academic progress of their student</td>
<td>- have the support of parents in the academic progress of their students</td>
</tr>
<tr>
<td>Ensure the school environment is safe</td>
<td>Work in a clean, safe and well maintained school environment</td>
</tr>
<tr>
<td>Parent Responsibilities</td>
<td>Parent Rights</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td><strong>Parents have the responsibility to:</strong></td>
<td><strong>Parents have the right to:</strong></td>
</tr>
<tr>
<td>Treat others with courtesy and respect</td>
<td>Be treated with courtesy and respect</td>
</tr>
</tbody>
</table>
| Ensure that their student attends school on every school day  
  • Meeting the attendance requirements as per compulsory schooling and compulsory participation phase and the College Representation Policy.  
  • Providing a note/telephone call for every absence on the day of absence  
  • Provide an up to date mobile telephone number for school absence SMS  
  • Providing medical certification for missed assessment | • Expect their student to participate fully in his/her educational program |
| Ensure that their student has the requirements for successful learning  
  • Providing books and equipment as per the school stationery lists | Support their student to be successful at school and access school support services as required. |
| Monitor their student’s progress at school:  
  • Participate in Parent Teacher Interviews as required  
  • Maintain contact about progress with teachers  
  • Respond proactively to teacher requests for assistance to secure assignments, classwork and homework | • Arrange opportunities to engage with teachers with a view to monitoring the progress of their student. |
| Be supportive of the school and the policies and procedures of the school as endorsed by the P&C Association | • Attend Parent Teacher Interviews  
  • Be contacted regarding outstanding assessment and work in progress issues |
| Ensure that their student wears the school uniform as endorsed by the School and the Parents & Citizens Association. | Have a forum in which to raise concerns of school related matters by becoming members of the P&C Association and attending meetings. |

**Conclusion**

All parties have the responsibility to protect their rights and the rights of others at all times.

**Conclusion**

All parties have the right to expect that all these rights will be theirs so long as they fulfil their responsibilities.

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

- Explicit teaching of expectations and how they operate in all settings, conducted by BCC teachers and Year Co-ordinators at the beginning of the school year and regularly revisited through Positive Behaviour for Learning lessons on a weekly basis during the year.
- Reinforcement of learning from behaviour lessons on Year Level Assemblies and whole school assemblies
- Publication in the student diary and school website
- Reminders of expectations by staff during class activities and extra-curricular activities
- Reinforcement via parent newsletters, Facebook and staff bulletins
- Celebration strategies including awarding of SUPERRstar, SUPERRhero, SUPERRnova certificates and participation in term based rewards activities.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

*Universal Behaviour Support*
At Bundamba State Secondary College our focus is on quality teaching and learning. These expectations are reinforced and acknowledged with students via a number of strategies, including:
- PBL lessons conducted by BCC teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- School-issued Student Diary
<table>
<thead>
<tr>
<th>Whole School</th>
<th>Classroom</th>
<th>Out of Class</th>
<th>Transitions/Movement</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act with dignity</td>
<td>Set a positive example</td>
<td>Act with fairness</td>
<td>Behave in a manner which upholds the good reputation of our school, community and values.</td>
<td></td>
</tr>
<tr>
<td>Wear correct school uniform</td>
<td>Keep my workbook neat</td>
<td>Keep grounds tidy for all</td>
<td>Wear the uniform with pride</td>
<td></td>
</tr>
<tr>
<td>Speak positively about BSSC</td>
<td>Leave classroom ready for the next class</td>
<td>Acknowledge my own and others' achievements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain an environment that is clean, safe and non-threatening</td>
<td>Accept difference in others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Respect | |
|---------|-----------|----------------|---------------------|-----------|
| Use manners & speak politely | Use manners & speak politely at all times | Maintain our grounds and amenities in a neat and tidy manner | Complete all school movement promptly & quietly |
| Follow procedures and instructions | Follow class procedures & instructions | Behave safely | Use Student Diary Movement Page |
| Use school equipment & facilities with care | Use school equipment & facilities with care | Follow canteen procedures | Provide an explanation if you arrive late or depart early |
| Value the right of others to learn and express their opinions | Accept difference in others | Sign in at Upper Admin if you arrive late to school. | |
| Have regard for self & others | |

| Responsibility | |
|----------------|-----------|----------------|---------------------|-----------|
| Follow all school policies and procedures | Stand quietly in line | Support the rights of others to be physically and emotionally safe | Act in a way that ensures all lessons proceed without disruption |
| Own your behaviour | Take your book, pen and diary out | |
| Be in the right place at the right time | Adopt a SuPERStar attitude | |
| |
| Store your bag in designated area | Remove your hat and headphones | |
| Complete class work, homework, assessment and, meet deadlines | |
| Be organised & use your diary | |
| Catch up on missed learning | |

| Empowerment | |
|-------------|-----------|----------------|---------------------|-----------|
| Set and achieve personal goals | Strive for excellence | Learn to be resilient and take appropriate actions. | Be an active citizen |
| Participate fully to ensure you are a successful learner | Be an active learner | |
| Strive to display resilience, perseverance & determination | Seek and act on feedback from your teacher | |
| Make positive choices to ensure your overall health & wellbeing | Be persistent with challenging tasks or learning | |
| Own your future | |

| |
| Respect other road and footpath users. |
| Show respect, courtesy and manners to all people through your language and actions in the wider community. |
**Proactive and Preventative Measures**

- Open and clear communication processes via our school newsletter, website and social media, enabling parents to be actively and positively involved in school behaviour expectations
- Positive Behaviour for Learning (PBL) Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Bundamba State Secondary College Responsible Behaviour Plan for Students delivered to new students as well as new staff
- Individual learning and support plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 3) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - prevention and response to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 4)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 5)
  - appropriate use of social media (Appendix 6)
  - tobacco products, alcohol, and illicit substances (Appendix 7)
  - computer access (Appendix 8)
Reinforcing expected school behaviour
At Bundamba State Secondary College, communication of our key messages about behaviour is backed up through reinforcement and acknowledgement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed and is detailed in Appendix 9.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. The table below outlines the behaviour categories and definitions referred to when decision making at Bundamba State Secondary College.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour through using language around the Zones (Appendix 1), then ask them to change their behaviour so that it aligns with our school’s expectations (Green Zone).

Our preferred way of re-directing low-level problem behaviour is to ask a student how they might be able to act more safely, more respectfully or more responsibly and advise them that their current behaviour is in the yellow zone. 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.

Targeted behaviour support
Each year a small number students at Bundamba State Secondary College are identified through our data as needing targeted behavioural support. Students identified for targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from Year Level Coordinators, the Guidance Officer, or School Deans and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through strategies including academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: School Based Interagency Team
Bundamba State Secondary College recognises that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The school based Interagency Team:

- consists of key personnel including School Deans, a Guidance Officer, HOSES, YSC, Success Coach, Administration Representative and School Liaison Officers
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous case managing
- provides consistent strategies and adjustments outlined within the Individual Learning and Support Plan, and

Following referral, a case manager is assigned and assessment and support process are undertaken. In many cases the case manager accesses the support team which includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.
5. Emergency situation or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. At Bundamba State Secondary College we employ a Red Card system to alert Administration of situations requiring immediate response.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Reinforcement and Correction Strategies
- If the student starts displaying the appropriate behaviour the choice is briefly acknowledged and other students’ are re-directed towards their usual work/activity.
- If the student continues with the unacceptable behaviour then they are reminded of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
  ▪ property destruction
  ▪ school disruption
  ▪ refusal to comply
  ▪ verbal threats
  ▪ leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
  ▪ be reasonable in the particular circumstances,
  ▪ be in proportion to the circumstances of the incident
  ▪ always be the minimum force needed to reduce the risk of harm to self or others
  ▪ take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**
Each instance involving the use of physical intervention must be formally documented in OneSchool. The following records must be maintained:
  ▪ School Incident Report (Appendix 11)
  ▪ Student Record of Incident (as per process for Natural Justice).

### 6. Consequences for unacceptable behaviour

Bundamba State Secondary College makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded on OneSchool.

**Minor and major behaviours**

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
  ▪ **Minor** behaviour incidents are handled by staff members at the time it happens
  ▪ **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem 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 inappropriate behaviours
  ▪ do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
  ▪ a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
  ▪ a re-direction process where a staff member takes the student aside and:
    1. names the behaviour that student is displaying
    2. asks student to name expected school behaviour
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.
Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Deans because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then directs the student to Administration or Buddy Class. A report of the student’s behaviour is recorded on OneSchool.

Unacceptable behaviours may result in the following consequences:

**Definition of consequences***

<table>
<thead>
<tr>
<th>Time Out</th>
<th>The Principal or teacher is responsible for using Time Out:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- as a support strategy to redirect and refocus the students behaviour</td>
</tr>
<tr>
<td></td>
<td>- as one of a range of options for students to manage their own behaviour</td>
</tr>
<tr>
<td></td>
<td>- in order to assist a student in calming down process</td>
</tr>
<tr>
<td></td>
<td>- as a strategy to reduce the frequency of a particular behaviour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buddy Class</th>
<th>Buddying is defined as giving a student time away from their regular class program/routine:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- to another supervised room or setting.</td>
</tr>
<tr>
<td></td>
<td>- as part of the time out/buddy process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detention</th>
<th>The Principal or teacher may use detention as a consequence for disobedience, misbehaviour, or other breaches of school expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Detentions may take place during school time or after school hours, as determined by the Principal. Outside school hours detentions will be supervised detentions at a time and place determined by the school (parents will be contacted before an out of school hours detention is imposed).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Service Intervention</th>
<th>The Principal may, at their discretion, require a student to undertake community service activities as a consequence for poor behaviour. In these circumstances, students may be required to complete a community service intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Under the direct supervision of the Principal/teacher</td>
</tr>
<tr>
<td></td>
<td>- Under the supervision of a host organisation (students aged 14 years and over only)*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary Removal of Property</th>
<th>The Principal or senior member of staff has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Teachers have the authority to instruct students to hand personal items (eg. Mobile telephones) into the office. A receipt is issued for collection of devices at the end of the school day.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suspension</th>
<th>The Principal may suspend a student from school under the following circumstances:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- disobedience;</td>
</tr>
<tr>
<td></td>
<td>- misbehaviour;</td>
</tr>
<tr>
<td></td>
<td>- Conduct that adversely affects, or is likely to adversely affect, other students;</td>
</tr>
<tr>
<td></td>
<td>- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</td>
</tr>
</tbody>
</table>
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:
- Persistent disobedience;
- Misbehaviour;
- Conduct that adversely affects, or is likely to adversely affect, other students;
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- The student has been convicted of an offence and the principal is considering whether it would be in the best interests of other students or staff for the student to continue to be enrolled at the school. |
| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*
The following table outlines examples of minor and major behaviour incidents, the possible consequences are not sequential, they are a sample that may be enacted with the consideration of individual circumstances and the level of the behaviour involved.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Harassment/Threats to others/Verbal</td>
<td></td>
</tr>
<tr>
<td>misconduct</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate/abusive/offensive language</td>
<td>• Student redirected</td>
</tr>
<tr>
<td>(incidental)</td>
<td>• Student apology/redress</td>
</tr>
<tr>
<td>(deliberate or persistent)</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Bullying/Threats/Harassment - including</td>
<td>• Student apology/redress</td>
</tr>
<tr>
<td>verbal, written, physical, sexual, racial,</td>
<td>• Detention</td>
</tr>
<tr>
<td>cyberbullying, telling students to harm</td>
<td></td>
</tr>
<tr>
<td>themselves, inciting others to fight.</td>
<td></td>
</tr>
<tr>
<td>• Parent/guardian notified</td>
<td>• Students made aware of policy</td>
</tr>
<tr>
<td>• Students made aware of policy</td>
<td>• Mediation</td>
</tr>
<tr>
<td>• Mediation</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Detention</td>
<td>• Referral to Student Support Services</td>
</tr>
<tr>
<td>• Referral to Student Support Services</td>
<td>• Commitment to intervention programs</td>
</tr>
<tr>
<td>• Commitment to intervention programs</td>
<td>• Withdrawal from classes/breaks for a period of time</td>
</tr>
<tr>
<td>• Withdrawal from classes/breaks for a period</td>
<td>• Suspension/exclusion</td>
</tr>
<tr>
<td>of time</td>
<td>• Parents are to ensure that</td>
</tr>
<tr>
<td>• Suspension/exclusion</td>
<td>• offensive/inappropriate materials are removed</td>
</tr>
<tr>
<td>• Possible referral to QPS</td>
<td>• from public view or from electronic device</td>
</tr>
<tr>
<td></td>
<td>• Possible referral to QPS</td>
</tr>
<tr>
<td>Defiant/Threat to Adults</td>
<td></td>
</tr>
<tr>
<td>• Non-compliance with classroom instructions</td>
<td>• Counselling by teacher</td>
</tr>
<tr>
<td>• Time out</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Detention</td>
<td>• Referral to Buddy Class</td>
</tr>
<tr>
<td>• Referral to Buddy Class</td>
<td>• Referral to Head of Department</td>
</tr>
<tr>
<td>• Suspension</td>
<td></td>
</tr>
<tr>
<td>• Parent/guardian contacted</td>
<td></td>
</tr>
<tr>
<td>• Detentions</td>
<td>• Suspension/Exclusion</td>
</tr>
<tr>
<td>• Suspension/Exclusion</td>
<td></td>
</tr>
<tr>
<td>Disruptive</td>
<td></td>
</tr>
<tr>
<td>• Wilful disobedience — refusing to follow</td>
<td></td>
</tr>
<tr>
<td>the reasonable instructions of school</td>
<td></td>
</tr>
<tr>
<td>personnel, despite previous interventions;</td>
<td></td>
</tr>
<tr>
<td>refusal to follow teacher instructions to</td>
<td></td>
</tr>
<tr>
<td>ensure safety of self and others.</td>
<td></td>
</tr>
<tr>
<td>• Time out</td>
<td></td>
</tr>
<tr>
<td>• Detention</td>
<td></td>
</tr>
<tr>
<td>• Referral to Buddy Class when student will not</td>
<td></td>
</tr>
<tr>
<td>redirect behaviour</td>
<td></td>
</tr>
<tr>
<td>• Referral to Dean/HOD</td>
<td></td>
</tr>
<tr>
<td>• Suspension</td>
<td></td>
</tr>
<tr>
<td>Dress Code</td>
<td>Students will bring a note from home explaining the non-compliance to the Year Co before school and obtain a pass</td>
</tr>
<tr>
<td></td>
<td>Detention will be issued to those students who have not complied with the process</td>
</tr>
<tr>
<td></td>
<td>Parents/guardian notified</td>
</tr>
<tr>
<td></td>
<td>Failure to attend 3 Year Co Detentions will result in an OSHD</td>
</tr>
<tr>
<td></td>
<td>Repeated refusal to comply with uniform requirements will be treated as disobedience</td>
</tr>
<tr>
<td><strong>IT Misconduct</strong></td>
<td><strong>Student sent to hand device in to the school office (receipt issued) Collection at 2:50pm from Lower Admin upon presentation of receipt.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Detention</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Repeated misuse will be considered wilful disobedience</strong></td>
</tr>
<tr>
<td><strong>Inappropriate use of mobile telephones in classroom/outside the classroom</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Internet/network access suspended/removed</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Detention/Suspension</strong></td>
</tr>
<tr>
<td><strong>Recording or photographing without permission</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Internet/network access suspended/removed</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Limitations on network access</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Detention/suspension/exclusion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Possible referral to QPS</strong></td>
</tr>
<tr>
<td><strong>Inappropriate email or digital communication (eg offensive language)</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Removal of network rights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td><strong>Visiting inappropriate internet sites/downloading inappropriate material on school owned devices or while connected to the school network eg. pornography</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Internet/network access suspended/removed</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Limitations on network access</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Detention/suspension/exclusion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Possible referral to QPS</strong></td>
</tr>
<tr>
<td><strong>Uploading inappropriate files, installing games, installing alternative operating systems</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Removal of network rights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td><strong>Accessing/attempt to gain unauthorised access to any part of the Network systems eg. Via hacking, spyware or other back door methods</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Removal of network rights</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Deliberate damage to network will result in recommendation for exclusion</strong></td>
</tr>
<tr>
<td><strong>Placing/publishing inappropriate or abusive material about staff or BSSC in any public or school domain</strong></td>
<td><strong>Parent/guardian notified</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent/guardian to organise removal of offensive/inappropriate material</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suspension/exclusion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>QPS involvement as appropriate</strong></td>
</tr>
<tr>
<td><strong>Late</strong></td>
<td><strong>Recording of absences on student reports</strong></td>
</tr>
<tr>
<td><strong>(without parent notification)</strong></td>
<td><strong>Detention</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent/guardian contacted (repeated offences)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Referral to Student Support Services</strong></td>
</tr>
<tr>
<td><strong>Lying/Cheating</strong></td>
<td><strong>No result recorded on a plagiarised assessment piece</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Detention</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Remedial action(s)</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Damaging/destroying property of school or others (or intent to damage/destroy property of school or others)</td>
<td>Repair damaged property/replace damaged property at own/parent/guardian's expense</td>
</tr>
<tr>
<td>Dangerous behaviour in class/at school</td>
<td>Pay damages</td>
</tr>
<tr>
<td>Acting in a way that endangers self or others</td>
<td>Suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td>Referral to QPS</td>
</tr>
<tr>
<td>Possession of weapons/dangerous items</td>
<td>Items considered unsafe will be confiscated for collection by a parent/QPS</td>
</tr>
<tr>
<td>Inappropriate behaviour on excursions/camps/work experience</td>
<td>Suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td>Parent/guardian notified</td>
</tr>
<tr>
<td></td>
<td>Withdrawal/return from activity/camp</td>
</tr>
<tr>
<td></td>
<td>Detention/Suspension/Exclusion</td>
</tr>
<tr>
<td></td>
<td>Student may be excluded from attending further excursions/camps as determined by a member of the Administration</td>
</tr>
<tr>
<td>Violence/Fighting (includes inciting violence/fighting)</td>
<td>Parents/guardian notified</td>
</tr>
<tr>
<td>• Includes bystander behaviour – knowing of planned conflict and observing, acting in an intimidatory manner (eg. standing with, surrounding victim, impeding exit route etc), filming and distributing footage</td>
<td>Suspension/exclusion from school</td>
</tr>
<tr>
<td></td>
<td>Possible referral to QPS</td>
</tr>
<tr>
<td>Possession of prohibited items</td>
<td>A student suspected of being in possession of prohibited items (or associated materials) will be escorted to a member of Administration where he/she will be requested to empty his/her bag</td>
</tr>
<tr>
<td>• Possession of prohibited items in school grounds</td>
<td>Suspension</td>
</tr>
<tr>
<td>• Possession of prohibited items while on school organised activity</td>
<td>Exclusion if in possession of prohibited items</td>
</tr>
<tr>
<td>*Prohibited items include weapons, drugs, aerosol sprays (we are an Asthma friendly school)</td>
<td>Items will be confiscated</td>
</tr>
<tr>
<td></td>
<td>Parent/guardian notified</td>
</tr>
<tr>
<td></td>
<td>Referral to QPS</td>
</tr>
<tr>
<td>Graffiti</td>
<td>Repairing/replacing damaged property</td>
</tr>
<tr>
<td></td>
<td>Community service intervention</td>
</tr>
<tr>
<td></td>
<td>Suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td>Referral to QPS</td>
</tr>
<tr>
<td>Littering (whether dropped by individual/group)</td>
<td>Cleaning up area/grounds</td>
</tr>
<tr>
<td>Stealing (or intent to steal)</td>
<td>Returning stolen property</td>
</tr>
<tr>
<td>• Interfering with the property of others</td>
<td>Student may face suspension/exclusion</td>
</tr>
<tr>
<td></td>
<td>Referral to QPS</td>
</tr>
</tbody>
</table>
| Refusal to participate in program of instruction | Parents contacted for support  
|-----------------------------------------------|----------------------------------|  
| • Not completing course requirements          | • Referral to Senior School Dean  
|                                              | • Cancellation of enrolment (compulsory participation phase) by Principal only |
| Substance misconduct involving illicit substances | Possession of drugs* or drug implements in/around school grounds  
Possession of drugs* or drug implements on school activity, or while in school uniform or while identifiable as a BSSC student | Students suspected of being in possession of drugs* or drug implements will be escorted to a member of Administration where he/she will be requested to empty his/her bag  
QPS will be involved  
Exclusion | Students who are in the company of those involved in a drug related incident can expect similar consequences.  
Students attempting to acquire drugs or drug implements can expect similar consequences. |
| Tobacco and other legal substances | Smoking cigarettes in/around school grounds  
Smoking cigarettes while on a school activity (or while in school uniform or identifiable as a BSSC student) | Referral to SBYHN or intervention program  
Suspension 1 – 3 days  
Repeated offence – suspension 3 – 5 days  
Extended suspension for repeated offences | |
| Substance misconduct involving illegal substances | Possession of cigarettes/vapes/ecigarettes in/around school grounds  
Possession of cigarettes/vapes/ecigarettes while on school organised activity (or while in school uniform or identifiable as a BSSC student) | A student suspected of being in possession of cigarettes (or associated materials) will be escorted to a member of Administration where he/she will be requested to empty his/her bag  
Suspension if in possession of cigarettes  
Cigarettes will be confiscated  
Parent/guardian notified | |
| Truancy | Truancy (partial and whole day) | Parent/guardian notified  
Make up lost time – detention  
Supervised breaks  
Daily report sheet  
Cancellation of enrolment (compulsory participation phase) by Principal only  
Intervention by Guidance Officer (compulsory school aged students with persistent truancy)  
Formal Truancy Letters issued as per policy  
Liaison with external agencies as required | |
| Truantskip class | Leaving school grounds without permission/leave pass | Parent/guardian notified  
Deputy Principal notified  
Daily report sheets  
Detention  
Supervised breaks  
Persistent offences will be considered disobedience | |

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

*Drugs are considered to be items clearly identified as a drug or illicit substance, or a substance which a student states is a drug.
7. Network of student support

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

- Parents
- Teachers
- Year Level Co-ordinators
- Support Staff
- Head of Department
- Dean of Students
- Administration Staff
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Community Education Counsellor
- Pacifica Liaison Officer
- Advisory Visiting Teachers
  - Positive Learning Centre Staff
  - Senior Guidance Officer
  - Police Liaison Officers

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

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

8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Bundamba State Secondary College considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

10. 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

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

Our school behaviour expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

12. Endorsement

[Signatures]
Principal
P&C President

Effective Date: February 2018 to December 2019
<table>
<thead>
<tr>
<th>Zone</th>
<th>Behaviour</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| **GREEN** | • I'm engaged in the learning, displaying:  
  o Pride  
  o Empowerment  
  o Respect  
  o Responsibility | • My teacher will:  
  o Acknowledge and encourage my behaviour (descriptive encouraging)  
  o Send BSSC Postcard home or phone home  
  o Support my SuPERR Level applications |
| **YELLOW** | • I've chosen not to engage in learning and I'm at risk of escalating my behaviours that prevent learning for myself and/or others  
  OR  
  • I'm demonstrating inappropriate behaviour within the school grounds. | • The teacher will warn me that I'm in the yellow zone  
  • The teacher will redirect my behaviour to the learning (using ESCM)  
  • I'll be given a Timeout card and I will reflect on my behaviour using the question prompts.  
  OR  
  • The teacher will discuss BSSC's out of class behaviour expectations with me. |
| **ORANGE** | • Despite intervention I've chosen not to engage in learning.  
  OR  
  • I've chosen to escalate my behaviour so that I'm disrupting other student's right to learn.  
  OR  
  • I have chosen not to improve my behaviour after two consecutive Buddy Class referrals. | • My teacher will inform me I am now in the orange zone.  
  • My teacher will address my behaviour in line with the RBP by:  
    o Issuing a detention  
    o Calling my parent/guardian  
    o Directing me to a buddy class with work  
    o Referring me to the HOD  
  OR  
  • My behaviour will be referred to the subject HOD (for classroom issues) who will address my behaviour by:  
    o Phone call home  
    o Admin Detention  
    o Out of Hours Detention  
    o Referral for escalation to HOY or DP  
  OR  
  • Referral to Head of Year  
  • other consequences outlined in the BSSC Responsible Behaviour Plan for Students. |
| **RED** | • I've chosen to refuse to go to buddy class as directed  
  • I've chosen to disrupt other student's right to learn in buddy class  
  • I've chosen to engage in behaviours that are considered major breaches of BSSC's Responsible Behaviour Plan for Students  
    e.g.  
    • physical misconduct  
    • deliberate verbal misbehaviour directed at teacher  
    • issues involving safety. | • My behaviour is managed by HOY and/or Deputy Principal – potential consequences include suspension and exclusion. |
Time out and Buddy System

A student's classroom teacher has implemented the principles of quality teacher and learning for the individual students in their classroom. Any time a student is removed from the Learning Environment is considered a consequence.

<table>
<thead>
<tr>
<th>YELLOW</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop, Think and Re-engage</td>
<td>I've chosen not to engage in learning and I'm at risk of escalating my behaviours that prevent learning for myself and/or others</td>
<td>The teacher will warn me that I'm in the yellow zone</td>
</tr>
<tr>
<td>OR</td>
<td>I'm demonstrating inappropriate behaviour within the school grounds.</td>
<td>The teacher will redirect my behaviour to the learning (using ESCM)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>I'll be given a Timeout card and I will reflect on my behaviour using the question prompts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will discuss BSSC's <em>out of class</em> behaviour expectations with me.</td>
</tr>
</tbody>
</table>

---

**Time to...**

Stop, think and re-engage

Did you know that you are in the YELLOW ZONE? It is time for you to STOP, THINK and RE-ENGAGE.

These questions will help you out:

- Am I being a SUPERRstar by showing Pride, Empowerment, Respect and Responsibility?
- What am I doing? What should I be doing?
- What will happen if I choose to continue with this behaviour?
- What is a better choice for me to make?

---

- If a student remains in the Yellow Zone after being advised by the teacher, they will be issued with the Yellow Time Out card at their desk.
- The student is given time to calm and consider the questions on the card. Once a reasonable amount of time has passed, the student and teacher engage in a supportive conversation about the behaviours that lead to the Yellow Card being issued.
- A student who has re-engaged in learning after this process is considered to be back in the Green Zone. If a student continues to escalate, they have moved to the Orange Zone.
### ORANGE

**Choosing not to Engage**

- Despite intervention I've chosen not to engage in learning.

**Choosing to Escalate**

- I've chosen to escalate my behaviour so that I'm disrupting other student's right to learn.

**OR**

- I have chosen not to improve my behaviour after two consecutive Buddy Class referrals.

### ORANGE

- My teacher will inform me I am now in the orange zone.
- My teacher will address my behaviour in line with the RBP by:
  - Issuing a detention
  - Calling my parent/guardian
  - Directing me to a buddy class with work
  - Referring me to the HOD
- My behaviour will be referred to the subject HOD (for classroom issues) who will address my behaviour by:
  - Phone call home
  - Admin Detention
  - Out of Hours Detention
  - Referral for escalation to HOY or DP

**OR**

- Referral to Head of Year
- Other consequences outlined in the BSSC Responsible Behaviour Plan for Students.

---

**First instance of Buddy Referral:**

- Student is compliant with the Buddy Process
- Contact is made with Parent/Carer to inform of loss of quality teaching and learning time
- Teacher makes contact with HOD for awareness/support
- Student sent to buddy class with curriculum work to complete
- Teacher reconnects with student next lesson by reinforcing expectations with a positive focus.

**Second consecutive Buddy Class referral in same subject:**

- Referral to Head of Year, parent contacted by teacher
- Head of Year scans wider behaviour of student and contacts parents for wider issues requiring support.

### ORANGE

**Choosing to Escalate**

- I have chosen not to improve my behaviour after two consecutive Buddy Class referrals.

### ORANGE

- Referral to Head of Year
- Other consequences outlined in the BSSC Responsible Behaviour Plan for Students.

---

**2 Consecutive Buddy Referrals in same subject:**

- Referral to Head of Year via Onschool, parent contacted by teacher
  - Head of Year scans wider behaviour of student, Onschool entry, HOY contacts parent if wider issues exist or buddy referrals continue. HOY closes feedback loop to teacher.

---

**Student refuses to attend Buddy Class/disrupts other's right to learn in Buddy Class:**

### RED

**Major Incident**

- I've chosen to refuse to go to buddy class as directed
- I've chosen to disrupt other student's right to learn in buddy class

### Referral Process:

Teacher refers to Head of Year or DP via Onschool behaviour entry, teacher contacts home to disclose behaviour.

Head of Year and/or Deputy Principal actions consequences in line with Responsible Behaviour Plan for Students.
APPENDIX 3

Electronic Device Policy (Student)

Bundamba State Secondary College has an explicit focus on improving Student Outcomes. We support the appropriate use of technology in learning and for safety. Electronic devices* have the potential to aid learning and assist students in managing busy lives, when used well.

To ensure that these devices do not pose a hazard at school the following policy guidelines apply: (abridged version can be viewed in the student diary)

- Electronic devices must be turned off and out of sight at all times during lessons of the school day (8.45am – 2.50pm). Out of sight includes not in top uniform pockets.

- Electronic devices can be used in some ways during lunch breaks.

- Students are not to have earphones visible on the body at any time during lessons or transition between lessons of the school day.

- Students needing to use a phone during lessons for emergencies are to use the student phones located at the Upper and Lower Admin offices.

- To support our Electronic Device Policy, if parents need to speak to their children directly it is required that they contact students via the office on (07) 3816 6333.

- If a student requires access to their device, special circumstances eg. Centrelink call, students are required to discuss the individual circumstance with the Dean or Deputy. In these circumstances students will be provided a device pass to have their devices visible/access to, in the classroom.

- Minor infringements of the electronic device policy will be dealt with in the classroom with behaviour management strategies.

- Major infringements of the electronic device policy may lead to students being instructed to hand in the device at lower Admin for the rest of the day. At this point they will be issued a receipt to show to the teacher upon return to the classroom. This receipt is also used to collect the item at the end of the school day. Refusal to follow teacher's instructions to hand in their phone at the office will lead to further consequences as per the College's Responsible Behaviour Plan for Students.

- Students found to be using electronic devices to cheat will incur consequences in line with the College's Responsible Behaviour Plan for Students.

- Repeated non-compliance with the Electronic Device Policy may incur further consequences in line with the schools Responsible Behaviour Plan for Students.

*Electronic Devices includes, but is not limited to, games devices (such as portable gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile phones, iPods, iWatch and devices of a similar nature.

Under no circumstances will the College accept responsibility for the loss/damage of any personal items.
Appendix 4

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

Purpose

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

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

3. Bullying behaviours that will not be tolerated at Bundamba State Secondary College include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

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

Rationale

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

7. The anti-bullying procedures at Bundamba State Secondary College are an addition to our already research-validated schoolwide positive behaviour support processes. This means
that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the four school values and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

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

Bundamba State Secondary College will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bundamba State Secondary College takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Bundamba State Secondary College uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP BUNDAMBA STATE SECONDARY COLLEGE SAFE

We can work together to keep knives out of school. At Bundamba State Secondary College every student has the right to feel safe and be safe at school.

- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Bundamba State Secondary College safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
APPENDIX 6

Appropriate Use of Social Media

Bundamba State Secondary College embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Bundamba State Secondary College is committed to promoting the responsible and positive use of social media sites and apps.

No student of Bundamba State Secondary College will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 6, it is unacceptable for students to bully, harass or victimise another person whether within Bundamba State Secondary College grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Bundamba State Secondary College, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Bundamba State Secondary College engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Bundamba State Secondary College are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost
which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Bundamba State Secondary College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Bundamba State Secondary College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Bundamba State Secondary College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Bundamba State Secondary College expects its students to engage in positive online behaviours.
APPENDIX 7

Tobacco Products, Alcohol and Illicit Substances

Drug, Alcohol and tobacco education is implemented at Bundamba State Secondary College in a manner that is consistent with DET policy. Currently at Bundamba State Secondary College the following programs and strategies are in place:

- Availability of referral to Student Services Support personnel for counselling or on referral to outside agencies
- Health and Physical Education integrated program across years 7-12 including themes on self-harm minimization and the effects of drugs
- Science studies – issues of impact of drugs, alcohol and tobacco on pregnancy, nervous and hormonal systems and body balance mechanisms, impact on cell structure and disease/genetic impact of drugs, alcohol and tobacco products
- Year 11/12 BCC program – minimization of risky behaviours
- Advice from Youth Health Nurse, Police, Chaplain, Youth Support Coordinator and other providers promoting consequences of drug and alcohol abuse and highlighting the need for informed choices
- Performing arts – Examining the issues of drug, alcohol, and tobacco abuse through drama
- Social sciences – Promotion of the notion of informed choices as a common theme through all year level programs

These proactive strategies should not be viewed as all-inclusive or static. Students across the curriculum are encouraged through classwork and assessment to explore a wide variety of issues and at times elect to investigate the legalities and impact of drugs, alcohol and tobacco products.

Possession and/or consumption of alcohol

Bundamba State Secondary College expects high standards in all aspects of school life and in particular student conduct including exhibiting socially responsible behaviour. As such, whilst in school uniform, including whilst travelling to or from school, or involved in school related activities, or identifiable as student of the school, students are not permitted to be in possession of, or consume products that contain alcohol

Breach of policy

A student will be in breach of the school policy on the possession and/or consumption of alcohol if, whilst in school uniform or involved in a school related activity (camps, excursions etc) they:

- Are observed consuming products containing alcohol
- Are in possession of products that contain alcohol
- Act or present in a manner that is consistent with the effects of alcohol

Possible consequences and support

Any breach of policy will be assessed on an individual basis. Responses will be as per the Responsible Behaviour Plan for Students.

NOTES: Supplying or selling alcohol to another student they will automatically result in consideration of a suspension with a proposal to exclude.
Possession and/or consumption of tobacco products

Bundamba State Secondary College expects high standards in all aspects of school life and in particular student conduct including exhibiting socially responsible behaviours. As such, whilst in school uniform, including whilst travelling to or from school, or involved in school related activities (camps, excursions etc), students are not permitted to be in possession of or consume tobacco products or be in possession of implements used for the consumption of tobacco products (lighters, matches, cigarette papers etc.), or in possession of vapes or ecigarettes.

BREACH OF POLICY

A student will be in breach of the School’s Policy on the Tobacco Products if, whilst they are in school uniform, including travelling to or from school, or involved in a school related activity (camps, excursions etc.), they:

- are observed consuming tobacco products;
- are in possession of tobacco products or implements used for the consumption of tobacco or other products;

POSSIBLE CONSEQUENCES & SUPPORT

Any breach of policy will be treated individually and on its merits. However, the guidelines as outlined in the Responsible Behaviour Plan will apply.
Bundamba State Secondary College expects high standards in all aspects of school life and in particular student conduct including exhibiting socially responsible behaviours. As such, whilst in school uniform, including whilst travelling to or from school, or involved in school related activities, students are not to be in possession of or consume an illicit substance.

**BREACH OF POLICY**

A student will be in breach of School Policy on the Possession and/or Consumption of Illicit Substances if, whilst they are in school uniform, including travelling to or from school or involved in a school related activity, (Camps, excursions etc.) if they;

- are observed consuming substances that contain an illicit substance;
- are in possession of an illicit substance;
- are in possession of materials/equipment that may be used for the consumption of an illicit substance;
- act in a manner that is consistent with the effects of an illicit substance.
## Appendix 8

### COMPUTER ACCESS POLICY

Bundamba State Secondary College provides computer facilities to allow students and staff to access and use information sources available on a range of electronic communication networks. All students have permission by default as part of the school enrolment agreement and access is conditional on users complying with existing school policies as set down in the following document.

### CONDITIONS FOR USE

To remain eligible as a user, student accessing the school’s computer facilities must be in support of and consistent with the educational objectives of the Department of Education’s Computers in Learning Policy. Transmission of any material in violation of any school/Department policy or Federal/State regulation is prohibited. This includes but is not limited to copyrighting material and threatening or obscene material. The use of the computer networks, including the Internet, is a privilege and not a right. Inappropriate use, including any violation of these conditions may result in cancellation of the privilege and/or removal from the relevant subject.

### MONITORING

Bundamba State Secondary College reserves the right to review any material stored on computer files in order to make determinations on whether specific uses of the networks are inappropriate. In reviewing and monitoring the user files the school shall respect the privacy of these accounts.

### NETWORK ETIQUETTE

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

- Be polite. Do not become aggressive or abusive in your communications to others.
- Use appropriate language. Do not engage in activities which are prohibited under state or federal law.
- Do not reveal your personal address, phone number or those of your friends or colleagues.
- Remember that e-mail is not guaranteed to be private. BSSC can access any messages relating to or in support of illegal activities will be reported to the authorities.

### NO WARRANTIES

Education Queensland makes no warranties of any kind for the service it is providing and will not be responsible for any damages a user suffers. Use of information obtained via the Internet is at the users own risk as the accuracy and quality cannot be guaranteed.

### SECURITY

Security on a computer network is a high priority. Any breaches can cause great inconvenience to all users. If you believe you have identified a security problem you must notify the system administrator or your teacher.

- Do not demonstrate the problem to others.
- Do not access another users files.
- Any attempt to log on or access the supervisor files will result in withdrawal of privileges.
- Do not reveal your password to others.

Any user identified as a security risk or having a history of problems may be denied access to the school computer network.

### VANDALISM

Any form of vandalism of user files, software or equipment will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify and/or destroy data of any computer user or any software or hardware of the total computer network. This includes the uploading or creating of computer viruses. Any form of harassment, including sending of unwanted mail, persistent annoying of another user or the interference with another user’s work will not be tolerated and will result in significant action.
Users may encounter material which is controversial and which other users, parents, teachers or administrators may consider inappropriate or offensive. As it is impossible to screen or filter all information on the global network it is the user’s responsibility not to initiate access to such material or to distribute such material by copying, storing or printing. The system administrator undertakes regular monitoring in order to identify inappropriate and/or controversial material that has been accessed from or is stored on the network.

Access to the school’s computer network and other electronic resources is provided as a means to enhance the teaching/learning process. All users, including students, must access the system in a manner that is consistent with the objectives of the Department of Education’s Computers in Learning Policy.
## Appendix 9
### Rewards and Recognition Overview

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<td>Year-Cos and Deans</td>
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Appendix 11

SCHOOL INCIDENT REPORT

Incident Statement

Your name: ____________________________________________________________

Date of Incident: ______________________________________________________

Time of Incident: ______________________________________________________

Location of Incident: _________________________________________________

Were you..... □ involved? □ a witness? □ informed?

List the teachers/adults who were there. ________________________________

List the students who were involved? _________________________________

What happened?
________________________________________________________________
________________________________________________________________
________________________________________________________________
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Signature: _____________________________ Date: _________________________