

Responsible Behaviour Plan for Students

(Based on *The Code of School Behaviour*)

BRISBANE
STATE
HIGH
SCHOOL



1. Purpose

Brisbane State High 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 well-being.

Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists us in creating and maintaining a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process.

2. Consultation and Data Review

Brisbane State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2012. A review of important data sets relating to attendance, participation, student disciplinary absences and behaviour incidents also informed the development process. The Plan was reviewed in 2015 in consultation with the P&C Association and updated again in 2017.

The Plan was endorsed by the Executive Principal, the President of the P&C Association and the School Council Chair in 2018.

3. Learning and Behaviour Statement

Our school community has adopted the following school values which underpin our approach to developing high standards of responsible behaviour:

- We believe that everyone has the right to learn.
- We encourage excellence in all endeavours.
- We seek to develop the whole person through education.
- We honour traditions and encourage innovation.
- We celebrate diversity.
- We promote the socially just principles of public education.
- We respect integrity and humility.

These values support our pursuit of academic excellence, our commitment to leadership development and striving for personal bests in a range of endeavours. They also provide the platform for the development of responsible and proactive citizens.

All areas of Brisbane State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. We believe:

- student behaviour is an educational issue rather than just a management issue;
- parents/guardians play a primary role in supporting and nurturing their children, so our work with young people flourishes when we can work together;
- students learn best when they:
 - are treated with understanding, respect and politeness;
 - feel safe and confident;
 - feel challenged by the tasks they are completing;
 - feel pride in their achievements;
 - can work in a supportive classroom environment;
 - are emotionally and physically well;
 - have a sense of belonging to the school community.

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

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Brisbane State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This strategy is directed towards all students and is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

School Values:	We expect that members of our school community will:
We believe that everyone has the right to learn.	<ul style="list-style-type: none"> Learn to the best of their ability. Attend school every day. Maximise the value from classes by: <ul style="list-style-type: none"> Being prepared Completing all classwork Being punctual Completing all homework. Behave in a way that actively contributes to an effective learning environment.
We encourage excellence in all endeavours.	<ul style="list-style-type: none"> Strive for personal bests in each endeavour. Participate in a range of school activities.
We seek to develop the whole person through education.	<ul style="list-style-type: none"> Look after their health and encourage others to do so. Seek out the information required for successful operation of the school. Care for the school environment and property.
We honour traditions and encourage innovation.	<ul style="list-style-type: none"> Uphold the values of the school. Support and acknowledge the achievements of others. Behave and dress in a way that will display pride in themselves and their school. Volunteer to lead and assist in a range of activities.
We celebrate diversity.	<ul style="list-style-type: none"> Treat others politely. Recognise and respect the differences of race, ethnic background, gender, socio-economic status, ability and disability.
We promote the socially just principles of public education.	<ul style="list-style-type: none"> Treat others with understanding and kindness. Respect other people's property.
We respect integrity and humility.	<ul style="list-style-type: none"> Express their opinions with dignity and using established protocols. Behave well, even when no-one is watching. Be honest.

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

- Teaching expectations during class including ARC classes.
- Publication in the student diary and school website.
- Reinforcement on School and Year Level Assemblies.
- Reinforcement during extra-curricular activities.

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We implement the following proactive and preventative processes and strategies to support the development of pro-social student behaviour:

- Students have behaviour expectations explained during their induction to the school or at the beginning of each school year.
- Clearly defined policies and practices are published for the entire school community and applied fairly.
- We design challenging and relevant curriculum programs.
- We teach positive behaviours and resilience strategies during ARC lessons.
- Younger students are mentored by older students in a structured program.
- Students are encouraged to participate in a wide range of extra-curricular activities and to obtain their Spirit of State High award.
- We have a structured recognition program to acknowledge and reinforce positive 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, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
- An extensive base of support personnel including Guidance Officers, Chaplain, School Based Youth Health Nurse, School Based Police Officer and Youth Support Worker guide and support our students.
- Heads of Year work closely with the Head of Junior School/Senior School to assist in the communication and enforcement of expected behaviour.
- Individual learning plans developed with students, parents/guardians and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These plans provide a personal framework of positive behaviour expectations and actions and 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 1)
 - procedures for preventing and responding to incidents of bullying; (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school. (Appendix 3)

Targeted Behaviour Support:

Each year, a small number of students are identified, through our data, as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students are supported through the work of the Heads of Year and the Student Services Team. A range of strategies are employed to assist the student to redirect behaviour and to develop the skills to be successful at school.

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Intensive Behaviour Support:

We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/guardians and other relevant specialist staff. The Student Services Team work in conjunction with the Heads of Year and Head of Junior School/Senior School to:

- develop appropriate behaviour expectations and strategies with other staff members;
- monitor the impact of support for individual students through continuous data collection;
- provide consistent strategies and adjustments outlined within the Individual Learning Plan.

The Student Services Team has a simple and quick referral system in place. Following referral, team member contacts parent/guardian and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team also includes individuals from other agencies already working with the student and their family and a representative from the school's Executive.

5. Consequences for Inappropriate or Unacceptable Behaviour

We make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours. When 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.

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 Heads of Department, Heads of Year or Head of Junior School/Senior School.

Minor problem behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause the staff member 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 Executive.

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, temporary removal of property, apology, restitution or detention;
- 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;
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

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Major behaviours result in referral to Heads of Department, Heads of Year or Head of Junior School/Senior School 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 involves the appropriate person (Head of Department for classroom incidents, Head of Year for playground incidents and higher level major incidents). A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Detention;
- Time out;
- Removal from activity;
- Community service interventions;
- Loss of privilege;
- Restitution;
- Warning regarding future consequence for repeated or persistent inappropriate behaviour;
- Suspension from school;
- Exclusion from school;
- Cancellation of enrolment;
- Removal of invitation to school events, including graduation and formal.

In each case, the following actions will be taken, as appropriate;

- Parent/guardian contact;
- Referral to Guidance Officer;
- Referral to other Student Services Team member;
- Referral to external specialist behaviour services;
- Placement on monitoring processes.

Definition of Consequences*

Detention	<p>The Executive Principal or staff member may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or up to 120 minutes after school (parent/guardian will be contacted before an out-of-hours school detention is imposed). Detention may also be issued on non-school days (parent will be informed of location and duration of the detention and their obligation to provide transportation).</p>
Time Out	<ul style="list-style-type: none">• Keep the student in any time out area under supervision at all times.• Give the student opportunity to re-join class in intervals of no more than 10 minutes.
Community Service Interventions	<p>Requires students to perform tasks out of school hours that are beneficial to the community.</p>
Temporary Removal of Property	<p>The Executive Principal or staff member of has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u>.</p>

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Suspension	<p>The Executive Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none">• disobedience by the student;• misconduct by the student;• misbehaviour• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;• 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 staff of the school;• the student is charged with a <u>serious offence</u> (as defined in the <i>Commission for Children Young People and Child Guardian Act 2000</i>);• the student is charged with an offence, other than a serious offence, and the Executive Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.
Exclusion	<p>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:</p> <ul style="list-style-type: none">• persistent disobedience;• misbehaviour;• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;• 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 staff of the school;• the student has been convicted of an offence and the Executive Principal is reasonable satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.
Cancellation of enrolment	<p>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.</p>

* Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

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The following table outlines examples of inappropriate behaviour*

Area	Examples of Inappropriate Behaviours	Examples of Consequence
Classroom	Late to class.	Make up lost time.
	Not completing classwork or homework.	Complete work under supervision.
	Disrupting other students in class.	Detention.
	Not completing course requirements.	Withdrawal of graduation invitation. Cancellation of Enrolment.
Use of Electronic Devices	Inappropriate use of electronic devices during class.	Device removed.
	Accessing inappropriate content on an electronic device.	Withdrawal of network access.
	Inappropriate use of/damage to the school network.	Withdrawal of network access. Suspension/Exclusion.
Environment & Property	Littering.	Clean up a designated area.
	Stealing.	Return stolen item and recompense for harm caused.
	Graffiti/damaging property.	Repair property/pay damages.
Compliance	Missing detention.	Additional detention. Suspension.
	Wilful disobedience.	Suspension.
Safety	Unsafe behaviour.	Make the situation safe.
	Water or food fights.	Clean up mess & Detention. Suspension.
	Possessing or using weapons.	Suspension/Exclusion.
Attendance	Truancy	Make up lost time.
	Leaving the school grounds without permission/pass.	Monitoring of attendance. Supervised breaks.
Others	Threats/Bullying in any form.	Suspension/Exclusion.
	Violence/Fighting.	Suspension/Exclusion.
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission.	Suspension/Exclusion.
	Publishing inappropriate or abusive material about staff in any public or school domain.	Suspension/Exclusion.
	Contacting media outlets without the authorisation of the Executive Principal.	Suspension/Exclusion.
Personal Conduct	Inappropriate language.	Detention/Suspension.
	Failure to wear appropriate uniform.	Change in to correct uniform.
	Possessing and/or using drugs, possessing drug implements, providing drugs or implements or being under the influence of drugs at school.	Exclusion.
	Any sexually explicit act.	Suspension/Exclusion.

* Please note that this is not an exhaustive list, as it simply identifies examples.

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The following behaviours are considered inappropriate or unacceptable at Brisbane State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the Executive Principal reserves the right to make the final determination.

Area	Behaviours	Consequences
Classroom	Inappropriate classroom behaviours	<ul style="list-style-type: none"> The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parent/guardian, individual planning, referral to support staff.
	Late to Class	<ul style="list-style-type: none"> Teachers will discuss the absence with the student and the student will make up the lost time. Students may be issued with detention.
	Not completing classwork or homework	<ul style="list-style-type: none"> Teachers will set new timelines for work completion, supervise the completion of work and contact parent/guardian as appropriate.
	Not completing course requirements	<ul style="list-style-type: none"> Teachers will supervise the completion of work. Heads of Department will supervise the completion of work. Credit for the subject may be withdrawn. Invitations to school events may be withdrawn. Invitations to formal and/or graduation may be withdrawn (see separate guidelines). Enrolment may be cancelled.
Use of Electronic Devices	<p>Inappropriate use of mobile phones or electronic devices in the classroom</p> <ul style="list-style-type: none"> All mobile phones and other electronic devices must be turned off and out of sight in the classroom and outside of the class as the student is waiting to enter, unless they have been explicitly approved to be part of the lesson. Permission must be sought before any recording or photographing takes place. 	<ul style="list-style-type: none"> Students who misuse mobile phones or any electronic devices in the classroom will be sent, at an appropriate time, to the student counter on that campus. They will exchange the device for a ticket and on return to the class show this ticket to the teacher. Students may exchange the ticket for the phone from the office at the end of the day. Where a student repeatedly misuses a mobile phone in or outside of the classroom the matter will be treated as wilful disobedience or harassment.

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	<p>Inappropriate email use, e.g. offensive language</p> <p>Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography.</p>	<ul style="list-style-type: none"> Students may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parent/guardian will be notified.
	<p>Attempts to gain unauthorised access to any part of the Network systems, e.g. Via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network</p>	<ul style="list-style-type: none"> Minimum of suspension, removal of network rights for minimum of a term and possible withdrawal from the subject. Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Brisbane State High School.
Environment and Property	<p>Litter</p> <p><i>Whether dropped by an individual or surrounding a group of students</i></p>	<ul style="list-style-type: none"> Student/s will be requested to pick up litter. Staff will attempt to 'work it out' with student/s. If this fails, the student will be placed on detention or given a lunchtime environmental-related duty. Refusal to comply with request will be regarded as disobedience.
	<p>Stealing (or intent to steal)</p> <p><i>or</i></p> <p>Interfering with the property of others</p>	<ul style="list-style-type: none"> The student will be referred to a member of Executive. If the matter is deemed to be high level, the parent/guardian will be notified. The student will be required to restore property or make restitution to the owner. The student will undertake detention or withdrawal for a period determined by member of Executive. The student may face suspension or exclusion. Police will be contacted if necessary.
	<p>Graffiti/damaging/destroying property (or intent to damage or destroy)</p>	<ul style="list-style-type: none"> Parent/guardian will be notified. Student will repair/rectify damage in own time and at own or parent's/guardian's expense. Student will undertake school community service or detention/withdrawal for a period of time. The student may be suspended or excluded from school. Major damage will result in referral to police.
Compliance	<p>Missing Detention</p>	<ul style="list-style-type: none"> Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention. An additional detention is usually added to the original. Repeated or blatant refusal to attend will result in suspension.
	<p>Wilful disobedience</p>	<ul style="list-style-type: none"> Continued failure to comply with a reasonable request or instruction will result in detention, suspension or exclusion.

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Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Students will be required to make the situation safe. • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion.
	Water or food throwing/fights	<ul style="list-style-type: none"> • Students will clean up the mess made including any to their clothing. The space must be left safe. • Detention. • Suspension.
	Possessing or using weapons (see Appendix 3)	<ul style="list-style-type: none"> • Items that are considered unsafe may be confiscated. • Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others, or has the potential to do so.
Attendance	Late to school (arriving after form class)	<ul style="list-style-type: none"> • The student's name will be recorded on file at the student counter and a late slip will then be issued. Students who arrive at 9:45am or later will be marked absent for half a day. • Heads of Year will follow up with students with repeated absences. • Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face detentions, withdrawal of certain privileges and daily monitoring. • Documentation of persistent lateness will appear on reports/references.
	Truancy	<ul style="list-style-type: none"> • Parent/guardian will be notified by the Heads of Year or Attendance Officer of extended periods of unexplained absence from school by the student. • Parent/guardian will be notified as soon as practical if a student is suspected of truanting. • The student will be required to make up lost time. Students may face detention or supervised breaks. • Student may be placed on a monitoring card. • QCAA attendance requirements and Government Allowances requirements will be applied. • Cancellation of enrolment may occur for post compulsory age students. • Intervention will be sought for compulsory school aged students who are chronic truants.
	Leaving school grounds without permission/pass	<ul style="list-style-type: none"> • The Head of Year will be informed. • Parent/guardian will be notified. • The student may spend their breaks under the supervision of the Head of Year. • Persistent offences will be treated as disobedience.

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Treatment of Others	<p>Bullying/Threats – Verbal, physical, sexual, racial, and bullying (including cyber-bullying)</p>	<ul style="list-style-type: none"> • Students will be made aware of school policy. • Students will be stepped through a process to change this behaviour. • Mediation, detention, reparations can be expected. • Students may be required to undertake an anti-bullying education program. • Students may be withdrawn from classes or breaks for a specified number of days. • Parent/guardian will be notified. • Suspension/exclusion from school may occur. • Parent/guardian will ensure that inappropriate materials are removed from public view or from the internet or any electronic device. • Possible referral to police.
	<p>Violence/Fighting</p>	<ul style="list-style-type: none"> • Students will be suspended/excluded from school. • Possible referral to police.
School Community	<p>Parking vehicles in school grounds All students who drive vehicles to school must register all appropriate details with the school, e.g. model, colour, registration number, name of driver, names of passengers, written consent from both driver and passenger parent/guardian.</p>	<ul style="list-style-type: none"> • Students may not park their motor vehicles in school grounds because of the limited space available. Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parent/guardian and/or police.
	<p>Publishing inappropriate or abusive material about staff or school in any public or school domain including the internet</p>	<ul style="list-style-type: none"> • Students will be instructed to remove the material from public view or the internet. • Parent/guardian will be notified. • Students can expect to be suspended or excluded.
	<p>Contacting media outlets without the authorisation of the Executive Principal</p>	<ul style="list-style-type: none"> • Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be excluded.

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Personal Conduct	<p>Inappropriate Language</p> <p>Incidental</p> <p>Deliberate or persistent</p>	<ul style="list-style-type: none"> • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it. • The student will apologise to the offended party. • The student may be asked to move away, do community service or detention. • Students may be suspended.
	<p>Inappropriate behaviour/dress on trips/camps/excursions/work experience</p>	<ul style="list-style-type: none"> • The normal consequences for the inappropriate behaviour/dress will be implemented where possible. • If dress is deemed inappropriate, the student will be asked to change. • Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the parent's/guardian's expense. The parent/guardian will be notified of the action as will the relevant Head of Year. • Depending on the nature of the inappropriate behaviour, the student may be excluded from attending further trips/camps/excursion for a period determined by the relevant Head of Year after consultation with all parties concerned.
	<p>Failure to wear school uniform</p>	<ul style="list-style-type: none"> • Students will be asked to change into the correct uniform. • Students may receive a detention. • Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day. • Parent/guardian will be notified and arrangements made to address the concern. • Persistent failure to wear the correct uniform will lead to an interview between families and the relevant Had of Year to develop a suitable plan for adhering to school policy. • Failure to comply with uniform requirements may be treated as disobedience.
	<p>Smoking cigarettes in/around the school grounds</p> <p><i>Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Brisbane State High School.</i></p>	<ul style="list-style-type: none"> • If a student is caught smoking, he/she will be suspended for 3 days. • If a student is caught for a second time, the suspension will be for 3 – 5 days. • If a student continues to smoke, he/she will face a 6 – 20 day suspension. <p>Students who are in the company of smokers can expect similar consequences.</p>

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	<p>Possession of cigarettes in/around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Brisbane State High School student.</p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of cigarettes (or associated materials), the student will be escorted to a member of Executive (where possible) where he/she will be requested to empty his/her bag. • If cigarettes are found in the student's possession he/she will be suspended for a period of 3 days. The cigarettes will be confiscated and parent/guardian notified. <p>Persistent offenders will face the same consequences as a student caught smoking cigarettes for a second or third time.</p>
	<p>Supply of drugs* on/around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Brisbane State High School student</p>	<ul style="list-style-type: none"> • Parent/guardian will be informed as soon as practical. • Students supplying drugs or any substance they purport to be a drug can expect to be excluded. • Police will be appropriately involved. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Brisbane State High School does not tolerate drug supply.</p>
	<p>Possession of drugs* or drug implements in/around school grounds</p> <p><i>Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a Brisbane State High School student.</i></p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of drugs or drug implements, the student will be escorted to the office. Parent/guardian will then be called. Parent/guardian will be invited to the school as soon as practical. • Students in possession of drugs or drug implements or any substance they purport to be a drug can expect to be excluded. • Police will be appropriately involved. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Students who are attempting to acquire drugs or drug implements can expect similar consequences.</p> <p>Brisbane State High School does not tolerate drug possession.</p>

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	<p>Use of drugs* on/around school grounds</p> <p><i>Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a Brisbane State High School student.</i></p>	<p>If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur:</p> <ul style="list-style-type: none"> • The student will be brought to the relevant Head of Year or Head of Junior School/Senior School. • Parent/guardian will be notified as soon as practicable. • The student will be taken home by parent/guardian and will be kept at school (separated from the rest of the student body) until parent/guardian arrives. • Where necessary, medical attention will be sought. • The Head of Junior School/Senior School will conduct an investigation. • Police will be appropriately involved. • Students who are under the influence of drugs at school or have used drugs at school can expect to be excluded. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>Brisbane State High School does not tolerate drug use.</p>
	<p>Any sexually explicit act</p>	<ul style="list-style-type: none"> • Students will be counselled about socially acceptable behaviour. • Parent/guardian will be informed. • Students may be suspended or excluded.

* Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour

Staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses.

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6. 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.

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.

Immediate Strategies

- Avoid escalating the unacceptable behaviour:
- Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment:
- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner:
- Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them 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.

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Physical Intervention

Staff may make legitimate the 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 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.

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.

7. Network of Student Support

Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents/Guardians
- Teachers
- Support Staff
- Head of Department
- Executive Staff
- Guidance Officer
- Head of Year
- Head of Junior School/Senior School
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator

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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
- Neighbourhood Centre.

8. Consideration of Individual Circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

We consider 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

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10. Related Procedures

- [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

- [Code of School Behaviour](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Detention guidelines](#)
- [Community Service Intervention guidelines](#)

12. Endorsement



Executive Principal



P&C President



School Council Chair

Effective Date: January 2018



Appendix 1

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students' displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Students are encouraged to use technology to assist and extend their learning. The school encourages responsible and sensible use of technology, including encouraging students to take a break from using technology regularly.

While students may bring personal devices to school, they must be used in accordance to school policy. The school discourages students from bringing valuable items that may be damaged or stolen and only permits students to do so on the understanding that students are taking full responsibility for the device.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/guardian.

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 student and parent/guardian will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Executive Principal.

Personal Technology Device Etiquette

Devices must be turned off and out of sight during assemblies or classes unless they are explicitly required as part of the lesson. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Brisbane State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading, etc.); and/or
- knowingly being a subject of a recording

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service (QPS).

Text Communication

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

Assumption of Cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Inappropriate Behaviour Outside of School Hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

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



Appendix 2

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

Purpose

1. Brisbane State High School 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 in Brisbane State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated here 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. There is broad agreement among students, staff and parents/guardians 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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7. 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 school-wide behaviour support practices will be maintained at all times. This will ensure that:

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students have been taught the expected behaviours;
- 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, they are taught how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages. We tell students:

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

We 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.

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

12. We 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 bullying.

13. 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 takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

14. We use 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.



Appendix 3

Working Together to Keep Brisbane State High School Safe

We can work together to keep knives out of school. At Brisbane State High School, every student has the right to feel safe and be safe at school. As a result no knives are allowed to be taken to school by students. There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knife are banned?

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

The Executive Principal or his delegate can take action against a student who brings a knife to school.

- If a student has a knife at school, the Executive Principal can inform the police;
- Possessing a knife at school may result suspension or 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 Executive Principal suspects that a student has a knife on or in school property;
- If the Executive 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 Executive Principal and given to the police.

How can parents/guardians help to keep our school safe?

- Make sure your child knows what the laws and rules about knives;
- Check that your child does not carry a knife on their person or in their bag;
- Contact the relevant Head of Year if you believe your child is being bullied or threatened at school.

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Appendix 4

Considerations for Taking Incident Statements

Name: _____ Date: _____

Person completing form: _____

Name		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff member when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		



Brisbane State High School Behaviour Flowchart

The success of our whole school approach to nurturing excellent behaviour is due to the relationships and support that exist among all people in our school community. We operate on a sets of important principles and values that allow us to provide powerful support for families and students at this important time in our students' lives.

When deciding how to respond to an incident or concern, it is useful to consider the four quadrants of this graph to determine an appropriate response. The first quadrant – low urgency and low level importance means that the student is helped in a low key way when it won't distract from the key activity.

