



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

## BRAY PARK STATE HIGH SCHOOL

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BRAY PARK  
STATE HIGH SCHOOL



# ***Responsible Behaviour Plan for Students based on *The Code of School Behaviour****

### **1. Purpose**

Bray Park State High School is committed to providing a safe, supportive and innovative learning environment for all members of the school community. Our Responsible Behaviour Plan for Students is based on the Code of School Behaviour and the values and beliefs of our community. We believe social and academic learning outcomes are maximised for all through: quality practices in the areas of curriculum, interpersonal relationships, school organisation, and our school practices being proactive rather than reactive. Our school provides an environment where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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

Bray Park State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2015 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in 2015, and will be reviewed in 2018 as required in legislation.

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

At Bray Park State High School we actively promote a culture where our values underpin all actions in the school community. These values are:

Trust: *Act in a safe, honest and reliable manner*

Respect: *Value yourself and others*

Integrity: *Display moral and ethical behaviour*

Commitment: *Be prepared, try hard and display persistence*

Compassion: *Care for self and others*

Good discipline is internalised, rather than imposed from the outside and so the *Responsible Behaviour Plan for Students* aims to encourage responsibility, self-control and social competency. The school cannot work alone in creating a disciplined environment and the involvement of parents/carers is therefore of paramount importance.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Bray Park State High School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

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

##### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Bray Park State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. The School Expectations Matrix below outlines our agreed values and specific behavioural expectations in all school settings.

TRUST	RESPECT	INTEGRITY	COMMITMENT	COMPASSION
<ul style="list-style-type: none"> <li>Constantly display honest behaviours</li> <li>Honour school policies e.g. electronic device, internet, uniform, Bray Park Basics, Litter</li> <li>Create a safe school environment</li> <li>Be honest and sincere in your school community relationships</li> <li>Use school grounds and facilities appropriately</li> <li>Treat other people's property and your own with care</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Be polite, use appropriate language &amp; manners</li> <li>Be proud of our school and the uniform</li> <li>Be a good listener and listen attentively</li> <li>Use equipment according to its function and conserve resources</li> <li>Remove hats where appropriate</li> <li>Stay within designated areas</li> <li>Be courteous to all staff at all times</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for your actions and accept the consequences</li> <li>Celebrate success</li> <li>Help visitors and parents with directions</li> <li>Act appropriately for the presentation at assembly or during a performance</li> <li>Treat others the way you want to be treated.</li> <li>Be mindful your behaviour reflects on the school</li> <li>Represent our school in a positive manner within the wider community</li> <li>Report behaviour that is not reflective of our school values</li> <li>Ensure the authenticity of your work is your own</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual</li> <li>Be dedicated to achieve your learning goals</li> <li>Participate in the life and activities of the whole school to the best of your ability</li> <li>Attend school everyday</li> <li>Bring essential equipment for all classes and other activities</li> <li>Allow class members to learn</li> <li>Complete tasks and assessment on time</li> </ul>	<ul style="list-style-type: none"> <li>Look out for others</li> <li>Be patient, tolerant and empathetic towards others</li> <li>Offer help to those who need it</li> <li>Be aware and accepting of everyone's differences</li> <li>Seek support from mentors, school leaders and year coordinators</li> </ul>

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

- Teaching of expected behaviours by classroom teachers in Lifeskills classes and House Group;
- Reinforcement of TRICC values on School Assemblies, Junior Parades and Senior Parades;
- Daily notices;
- Values displayed in all areas of the school;
- Reinforcement of values during active supervision by staff during classroom and non-classroom activities.

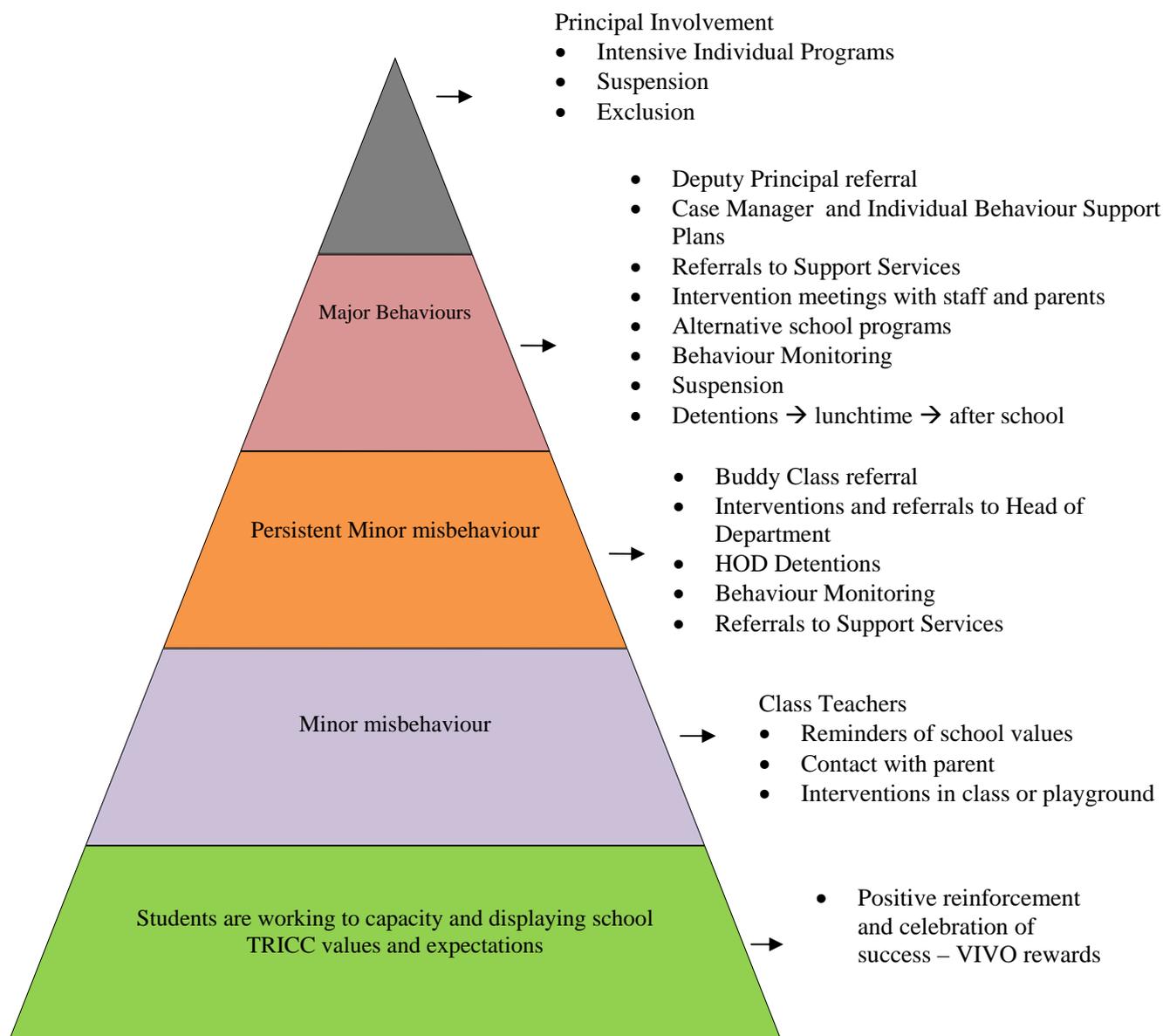
Bray Park SHS implements the following proactive and preventative processes and strategies to support student behaviour:

- Schoolwide Positive Behaviour Support team members' regular provision of information to students, staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Bray Park State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans developed by Case Managers for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Weekly Student Support Services meetings.
- Proactive awareness days and activities promoting such things as anti-bullying.
- Student Support Staff made available to students at lunch times via a "drop-in/open door policy".
- Student self-referral, as well as targeted referral to Student Support Services staff.
- Student Support Staff delivery of targeted lessons in Lifeskills lessons.
- Development of specific policies to address:
  - Bray Park State High School Electronic Device Policy (Appendix 1)
  - Bray Park State High School Anti-Bullying Policy (Appendix 2)
- Peer Mentors – support Junior Secondary students in orientation and during break times.

## Reinforcing expected school behaviour and responding to unacceptable behaviour

### STEPS 1 TO 5 FOR STUDENT BEHAVIOUR

### EXAMPLES OF CONSEQUENCES



For full and detailed school behaviour flowchart, see Appendix 3.

At Bray Park SHS communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### Bray Park State High School online VIVO Rewards System

Staff members allocate VIVO rewards points to students they observe displaying TRICC values in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student displaying a TRICC value they can choose to give them points. Prizes are issued to students and drawn out at weekly assemblies and at the end of each Term. Class rewards are issued fortnightly in the Junior Secondary school. Students may also use their points to redeem prizes from the VIVO Shop.

## 5. Consequences for unacceptable behaviour

Bray Park State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

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

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), removal to a Buddy Class, individual meeting with the student, apology, restitution or detention for work completion, parent contact.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration or Head of Department.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

**Major** problem behaviours may result in the following consequences:

- Time in office, after school detentions, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, Parent contact, referral to Guidance Officer, referral to Student Support Services Team, suspension from school.
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

<b>MINOR BEHAVIOUR</b>	<b>SETTING</b>	<b>POSSIBLE CONSEQUENCES</b>
Disruption of learning through calling out/making noises Homework not completed Failure to bring equipment Inattentive Rudeness to staff or students Breach of Physical Appearance Policy Failure to complete classwork Use of electronic device IT misconduct	Classroom	Warnings Rule reminder Re-positioning within the classroom Detention Contact with parent/guardian Meeting with teacher Confiscation of electronic device (refer to policy Appendix 1)
Littering Out of bounds Inappropriate physical contact Using/in possession of skateboards/scooters Throwing objects Rudeness to staff or students Breach of Physical Appearance Policy	Playground	Warning Litter detentions (refer to policy Appendix 4) Detentions Contact with parent/guardian
<b>PERSISTENT MINOR BEHAVIOUR</b>	<b>SETTING</b>	<b>POSSIBLE CONSEQUENCES</b>
Repeated minor misbehaviour that disrupts the learning of others or after warnings	Classroom	Buddy class referral Detentions Contact with parent/guardian Referral to Head of Department Behaviour monitoring process Head of Department detentions
<b>MAJOR BEHAVIOUR</b>	<b>SETTING</b>	<b>POSSIBLE CONSEQUENCES</b>
Refusal to comply with staff instructions Refusal to complete Buddy class processes Refusal to adhere to Head of Department detention processes Vandalism Truancy Cheating Non-submission of assessment Physical threats or assault of another student or teacher Swearing at a teacher Possession or supply of contraband substance or weapon Possession of a knife (see Appendix 5) Self harm Bullying/harassment Behaviour prejudicial to the good order and management of the school Serious IT misconduct	Classroom, playground or behaviour outside of school	Detentions Contact with parent/guardian Referral to Student Support Services Counselling Mediation meetings Behaviour monitoring Suspension Proposal to exclude Recommendation for Exclusion

## 6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

#### *Maintain calmness, respect and detachment*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

#### *Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

#### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

#### *Debrief*

(When the student is calm, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### **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 Bray Park State High School's duty of care to protect students and staff from foreseeable risks of injury is met. 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 achieve the desired result, and
- 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. The Guidance Officer will be informed of the incident to counsel staff and students involved.



## **7. Network of student support**

Students at Bray Park State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Teacher Aides
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

Support is also available through Bray Park State High School working closely with 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.

Bray Park State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

## 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

## 11. Some related resources

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

### **Endorsement**

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*Kirsten Ferdinands*  
*Principal*

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*Kent Funnell*  
*P&C President*

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## ELECTRONIC DEVICE POLICY

Bray Park State High School acknowledges the reality that electronic devices are a 21<sup>st</sup> century technological tool and that technological skills are important to students' future life choices. This policy reflects the importance that the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Electronic Devices - may include but are not limited to:** Mobile Phones, IPODs, IPADS, MP3s, Laptops, DS Players, PSPs, Digital Cameras

### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and disruption associated with them. If brought to school, items must be turned off and out of sight during assemblies and classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

### Use of Personal Technology as an Education Tool - Teacher directed use of electronic devices

Due to the nature of some subjects, electronic devices can be useful tools in assisting the learning process. Therefore, the use of electronic devices within the **teaching environment** for an **educational purpose**, is allowed at the **discretion of the classroom teacher**.

However should a student use an electronic device for a **non-education purpose**, the item will be confiscated and **additional consequences** be given by the classroom teacher for **failing to follow teacher instructions** when using electronic devices.

### 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 Bray Park State High School. Students using personal technology devices to record inappropriate behaviours or incidents (may include but are not limited to: vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (eg in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy) Recording of events in the school environment is not permitted unless the class teacher provides express consent.

NO photographs are to be taken in the school or of Bray Park High students in uniform without permission of the Principal.

### 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 Administration building 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. Furthermore, parents will be required to collect devices from Administration in cases where students have had multiple confiscations.

Continued no compliance with this policy will result in the student being banned from bringing devices to school and may lead to suspension.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Services (QPS) directly.

**ELECTRONIC DEVICE POLICY**  
**CONFISCATION PROCESS**

- Students who do not comply with the Electronic Device Policy will be referred to the office and have the device confiscated.
- Students can be referred to the office by any staff member of Bray Park State High School. This includes but is not limited to: teacher aides, student teachers, supply teachers and office staff.
- This process applies to all electronic devices misused during school hours whilst on or off campus.
- Repeated non-compliance with school policy will be treated as wilful disobedience and Administration consequences will apply.

ALL	1st	2nd	3rd	4 <sup>th</sup> and Further
Misuse of electronic device results in confiscation at the Administration building.	Student may collect electronic device at end of school day.	Parent/Carer contacts Administration to negotiation arrangement for collection of electronic device	Parent/Carer contacts Administration to negotiation arrangement for collection of electronic device	Parent/Carer contacts Administration to negotiation arrangement for collection of electronic device
			Letter to Parent/Carers regarding potential ban of all electronic devices	Student is banned from having all electronic items at school for failure to comply with School Policy
				Further confiscations will result in Administration consequences. These include but are not limited to: After school detentions Suspension

**TEACHER DIRECTED USE OF ELECTRONIC DEVICES**

Due to the nature of some subjects, electronic devices can be useful tools in assisting the learning process. Therefore the use of electronic devices within the **teaching environment** for an **educational purpose**, is allowed at the **discretion of the classroom teacher**.

However should a student use an electronic device for a **non-education purpose**, the above process should be enforced and **additional consequences** be given by the classroom teacher for **failing to follow teacher instructions** when using electronic devices.

Example:

In HPE students are allowed to use their mobile phone to play music when rehearsing for their Aerobics Unit Assessment. Whilst rehearsing, a student uses the mobile phone to make a personal call. Consequences are as follows:

Non-Compliance with Electronic Device Policy – Confiscation of Electronic Device  
 Failure to follow teacher instruction – Detention with classroom teacher

## **BRAY PARK STATE HIGH SCHOOL ANTI-BULLYING POLICY**

Bray Park State High has a Behaviour Management Plan which strictly prohibits all forms of harassment or bullying be it physical, verbal or displayed. All reports of bullying and harassment will be taken seriously.

### **1. DEFINITION OF BULLYING**

- Bullying is the conscious desire to hurt, exclude or put someone else down to make you feel better.
- Bullying can be in looks, actions, words or posted on the internet.

### **2. EXAMPLES OF BULLYING**

Bullying can include but not be confined to:

- Name calling, teasing
- Being threatened physically
- Having rumours spread about you or your family
- Being excluded from the group
- Being made fun of or ridiculed
- Offensive gestures
- Having your property hidden, stolen or vandalised
- Extortion of money or belongings

### **3. BEING AN ACCESSORY TO A BULLY**

You are helping a bully by:

- Providing an audience and do nothing but watch it happen
- Not reporting the incident to a teacher or staff member
- Passing on harassing notes, being a middle-man
- Passing on rumours told to you
- Laughing at the bullies actions
- Laughing at the victim

Being an accessory is also a part of bullying and you can also face consequences.

### **4. WHAT YOU CAN DO ABOUT BULLYING**

- Be assertive. Explain how you feel.
- Discuss it with friends.
- Consider your behaviour.
- Avoid situations which lead to bullying.
- Don't let the bully know you are scared or upset.
- Talk to a trusted person who can help you such e.g. the Guidance Officer, Year Level Co-ordinator, teacher, Administration, Peer Support Mentors, Student Leaders.
- Seek advice from the School Based Police Officer

## 5. **WHAT THE SCHOOL CAN DO TO HELP**

- Provide a reporting method. Students should report harassment or bullying to their Year Coordinator, Head of Department (Junior Secondary) or the Deputy Principal
- Students can submit an Incident Report at the front office to report incidents of harassment or bullying to themselves or others
- Provide counselling or give advice how to handle the situation
- Arrange mediation between the parties
- Keep confidentiality if requested
- Investigate all incidents
- Teach students about Bullying and Cyber-bullying in Lifeskills lessons

## 6. **CONSEQUENCES IF THIS POLICY IS BREACHED**

Bray Park will treat all allegations of bullying seriously and impartially. Should a complaint be upheld, consequences for the respondent will depend on seriousness and/ or the number of times committed. Consequences can include but not confined to:

- Making an apology to the victim
- Mediation with an arbitrator
- Parents contacted
- Counselling or alternate program
- Detentions
- Suspension
- Recommendation to Exclude

Bray Park State High Schools Anti Bullying policy is based on the following legislations:

## 7. **VICTIMISATION**

The Anti-Discrimination Act 1991 makes it unlawful to treat unfavourably or threaten a person who has made a complaint in good faith. This provision also provides protection to witnesses.

Further and more serious disciplinary action may be taken against anyone who has made a threat to a person who has made a complaint of bullying or harassment.

## 8. **ANTIBULLYING**

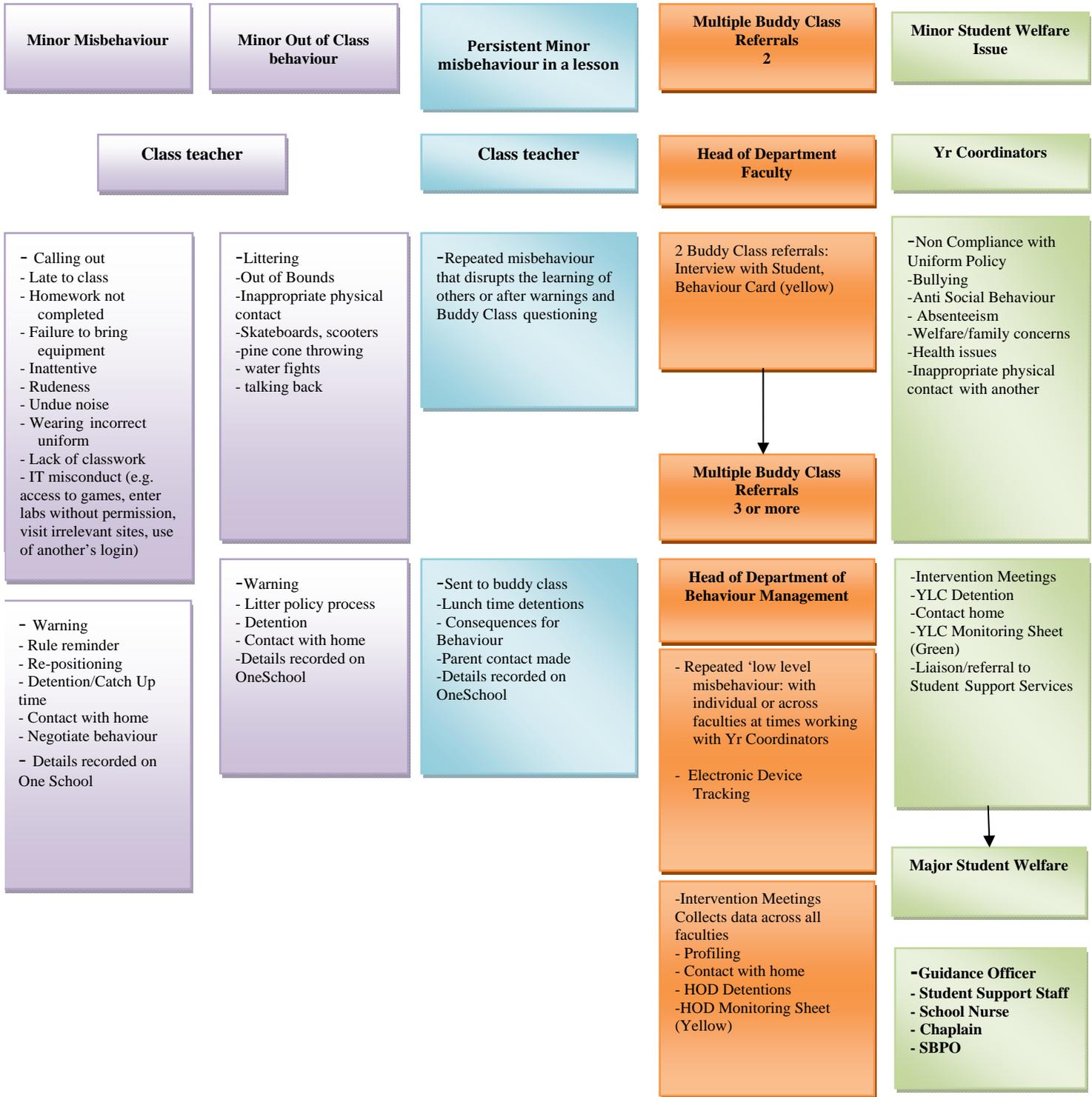
On 23 February 2010 the Premier announced the formation of the Queensland Schools Alliance Against Violence (the Alliance) to provide on best practice measures to address bullying and violence in Queensland schools to the Minister for Education and Training.

On the 14 May 2010, the Alliance endorsed the release of Working Together: A toolkit for effective school based action against bullying.

Just as the nature of bullying is ever-changing and responsive to the environment, this toolkit will continue to expand and provide school communities with useful evidence-based ideas on how to tackle this complex issue.

**Appendix 3**  
**Behaviour Management Flowchart for Classroom Teacher Use**  
**Minor Level Behaviours**

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## Behaviour Management Flowchart for Classroom Teacher Use Major Level Behaviours

	<b>Major Misbehaviour</b>	<b>Major Misbehaviour</b>	<b>Major Out of Class Misbehaviour</b>
<b>W H O</b>	<b>Head of Department</b>	<b>Deputy Principal Principal</b>	<b>Deputy Principal Principal</b>
<b>E X A M P L E S</b>	<ul style="list-style-type: none"> <li>- Repeated refusal to comply with class teacher's consequences for low level misbehaviour</li> <li>- Refusal to complete Buddy processes</li> <li>- Vandalism</li> <li>- Pattern of Truancy</li> <li>- Cheating</li> <li>- Non submission of assessment</li> <li>- IT misconduct</li> </ul>	<ul style="list-style-type: none"> <li>- Repeated 'medium level misbehaviour' or HOD referrals</li> <li>- Physically threatens or abuses a student or teacher</li> <li>- Swearing directly at a teacher</li> <li>- Serious vandalism</li> <li>- Possession of contraband substance or weapon</li> <li>- Repeated refusal to follow direct reasonable instructions</li> <li>- Self Harm</li> <li>- Serious IT misconduct (e.g. "hacking", wilful damage, inappropriate content or sites, misuse of school data)</li> </ul>	<ul style="list-style-type: none"> <li>- Fighting</li> <li>- Smoking</li> <li>- Verbally/ physically threatens or abuses a student or teacher</li> <li>- Serious vandalism</li> <li>- Possession of contraband substance or weapon</li> <li>- Illegal behaviour conducted in school uniform or during school time while truant</li> </ul>
<b>P O S S I B L E A C T I O N S</b>	<ul style="list-style-type: none"> <li>- Mediation</li> <li>- Contact with home</li> <li>- HOD monitoring sheet (Yellow)</li> <li>- Withdrawn from class in buddy room or with HOD</li> <li>- HOD Detentions</li> <li>- After School Detentions</li> </ul>	<ul style="list-style-type: none"> <li>- Mediation</li> <li>- Admin Detention</li> <li>- Parent interview</li> <li>- Guidance Officer</li> <li>- Counseling</li> <li>- Admin monitoring sheet (red)</li> <li>- Suspension</li> <li>- Exclusion</li> <li>- Re-entry Agreement</li> <li>- Student Review</li> <li>- referral to Case Managers</li> </ul>	<ul style="list-style-type: none"> <li>- Admin Detention</li> <li>- Parent interview</li> <li>- Guidance Officer</li> <li>- Counseling</li> <li>- Admin monitoring sheet (red)</li> <li>- Suspension</li> <li>- Exclusion</li> <li>- Re-entry Agreement</li> <li>- Student Review</li> <li>- Details recorded on One School – suspension or similar</li> </ul>

## BRAY PARK STATE HIGH SCHOOL ANTI - LITTER POLICY

Bray Park State High School acknowledges the need for and importance of maintaining a clean, healthy and safe environment that can be enjoyed by all students, staff and visitors. Litter not only provides health risks in various forms, it also reduces the pleasantness of the school grounds, impacts negatively on the wider community and environment, and contributes to a “littering” culture within the school.

### **Anti - Litter Policy Aims:**

Littering is an anti-social behaviour that shows a lack of respect for the environment and the people within it. This anti - litter policy aims to:

1. Promote respect and care for the school, community and global environment by encouraging us as members of Bray Park State High School to seek to make the school litter free. It is envisaged that students, staff, and visitors alike will respect the school buildings and site as a whole and thereby benefit from this litter free environment.
2. Promote the cleaning up of litter as a positive action that is to be commended and rewarded and not a negative action associated with punishment and consequences.
3. Provide reasonable consequences that will deter littering and promote an anti-littering culture within the school.
4. Provide preventative measures that will encourage students to eliminate the incidence of littering and promote an anti-littering culture within the school.

### **Anti –Litter Policy Rules and Expectations**

In order to maximize the enjoyment and learning opportunities for all members of the Bray Park State High School community, the following rules and expectations are to be followed by every student at Bray Park State High School.

- **Students are to place all of their litter in the bins provided at all times.**
- **Students are required to pick up litter at all times if directed to by a staff member or a senior leader student.**
- **Students must not eat in the areas designated as “No Eating Areas”. These areas are outlined in the policy below.**
- **Students are to take responsibility for the litter in their own eating area on a daily basis and keep their eating area clean.**
- **Students are required to treat garbage bins with the same respect as any other school property.**

## **Consequences**

Pupils found to be littering or failing to follow any of the above guidelines will be referred as follows:

### **First Referral**

- The student will have their name recorded by a staff member and be provided with a **Litter Detention Referral Form**.
- The **Litter Detention Referral Form** will assign the student to a supervised lunchtime detention. During this detention the student will be asked to undertake various anti-littering tasks and educational activities.
- The name of the student will be recorded in the “Litter Detention Referral Record”
- The name of the student will be recorded on OneSchool.
- The student will attend their assigned detention and undertake the activities organised for them.

### **Second Referral**

- The student will have their name recorded by a staff member and be provided with a **Litter Detention Referral Form**.
- The **Litter Detention Referral Form** will assign the student to a supervised lunchtime detention. During this detention the student will undertake various anti-littering tasks and educational activities.
- The name of the student will be recorded in the “Litter Detention Referral Record.”
- The name of the student will be recorded on OneSchool.
- The student will have a letter sent home informing their parents/ guardian that they have chosen to ignore the rules and expectations relating to our anti-litter policy for a second time. This letter will also inform them that more serious consequences will apply if the student continues to ignore the anti-litter policy.
- The student will attend their assigned detention and undertake the activities organised for them.

**These consequences will apply to any failure to adhere to the anti-litter policy while on school grounds.**

### **Repeat Referrals**

- Should a student repeatedly fail to adhere to the school’s anti-litter policy, or repeatedly fail to turn up to detention the matter will be treated as wilful disobedience and further, more serious school consequences will apply. This will include a referral to Year Level Coordinators.

## **No Eating Areas**

**The areas within the school grounds designated as No Eating Areas are as follows:**

- The School Oval and the Oval Hill
- The Basketball/Tennis courts
- The School Hall
- Inside any other school building unless given specific instructions by staff to do so
- All out of bounds areas

## **Preventing Litter**

**As part of this anti-litter policy ongoing preventative measures will be implemented as follows:**

- Constant reinforcement of the Anti-Litter policy.
- The provision of adequate rubbish disposal facilities throughout the school grounds.
- The provision of sturdy, clearly defined signage indicating “No Eating Areas.”
- Potential rewards for those students who register as volunteers to pick up litter.
- A selection of lifeskills lessons covering litter and environmental awareness for all students.
- Promotion of littering as being unpopular and disrespectful to the school community.

## **WORKING TOGETHER TO KEEP BRAY PARK STATE HIGH SCHOOL SAFE**

We can work together to keep knives out of school. At Bray Park State High School:

- 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 tough action against a student who brings a knife to school.

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

### **How can parents help to keep Bray Park State High School safe?**

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