Responsible Behaviour Plan
Universal behaviour support
The Bribie Way

The first step in promoting standards of positive behaviour is communicating those standards to all students. At Bribie Island State High School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behaviour expectations is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

We communicate behaviour expectations under The Bribie Way which contains our four core values: Respect, Responsibility, Unity and Discovery. These expectations are communicated to students via a number of strategies, including:

- Lessons based on the Bribie Way values are conducted by classroom teachers
- Reinforcement of these lessons at school and junior, senior and year level assemblies
- A regular section of the school newsletter advertising the school values of the school community
- Wall charts in each classroom display The Bribie Way
- Enrolment packages contain documentation regarding school policies and the school values which the students and parents sign as a condition of enrolment
- All staff are trained in the mandatory elements of the Code of Conduct, Student Protection and WH&S

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

- Clearly defined policies and practices are published for the entire school community and applied fairly and consistently
- Challenging and relevant curriculum programs are designed utilising the Art and Science of Teaching as our pedagogical framework and New Pedagogies for Deep Learning
- Positive behaviours and resilience strategies are taught during The Bribie Way lessons
- Students are encouraged to participate in a wide range of extra-curricular activities which further supports our values and expectations
- The school utilises the Vivo rewards program to acknowledge and reinforce positive behaviour
- A Management of Unacceptable Behaviour Plan is implemented which allows for classroom teachers to utilise Essential Skills for Classroom Management. This encourages students to reflect on their own behaviour and provides for the opportunity for them to modify their behaviour to align with the school’s values. This is a consistently applied whole school process
- An extensive base of support including Guidance Officer, Chaplain, School Based Nurse, Youth Support Officer and Community Education Counselor support students to develop pro-social behaviour
- Year Level Coordinators work closely with the Head of Junior and Senior Schooling and Deputy Principals to assist in the communication and encouragement of the school’s values and expectations
- Individual Behaviour Support Plans are developed with students, parents/guardians and relevant specialists for students who demonstrate repeated minor or major 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 technological devices at school (appendix 4);
  - Procedures for preventing and responding to incidents of bullying (appendix 5);
| **Year Level Coordinators** | Support programs as required  
• Promoting VIVO  
• Supporting *The Bribie Way*  
• Track and manage truancy issues amongst students  
• Liaise with curriculum HODs and DPs in deciding appropriate management strategies for Tier 2 and 3 behaviour incidents  
• Investigate behaviour referrals and implement strategies and consequences aligned to the Responsible Behaviour Plan for Students including suspensions of 1-5 days duration  
• Communicate with parents/guardians and teachers regarding the performance of their child/student  
• Facilitate year level assemblies in consultation with the school leadership team to communicate with students and celebrate success  
• Implement and facilitate support programs aimed at student well-being  
• Analyse data to monitor student progress and develop support programs in response to data  
• Collaborate with the student support team to devise IBSP  
| **Heads of Departments** | Support programs as required  
• Supporting *The Bribie Way*  
• Ensuring the effective delivery of the curriculum specifically related to student engagement within their faculty area  
• Supporting staff in effective curriculum delivery and pedagogical practice and the use of Essential Skills for Classroom Management  
• Monitoring student achievement and submission of assessment within their faculty  
• Promoting VIVO  
| **Guidance Officer** | Support programs as required  
• Supporting *The Bribie Way*  
• Providing strategic advice for dealing with particular students.  
• Counseling students and empowering them to deal with the issues that they may be confronted with.  
• Providing career guidance for students and outlining the options available for achieving their goals.  
• Assisting students in setting social, emotional and academic goals, which is often an underlying factor in their motivation and cooperation at school.  
• Providing support information for families.  
• Assisting students and families in accessing external support agencies.  
• Coordinating and managing referrals to the Student Support Services Team.  
| **Teachers** | Support programs as required  
• Implementing a variety of proactive support measures.  
• Establishing and maintaining an orderly classroom environment.  
• Implementing the “Back to Basics” consistently across years 7-10.  
• Using a variety of strategies when dealing with students.  
• Documenting incidences of inappropriate behaviour and strategies implemented in the One School data base.  
• Accepting responsibility & accountability for the outcomes of their interactions with students. This includes:  
  • Following the Management of Unacceptable Behaviour Plan  
  • Proactive management planning;  
  • Collegial sharing of effective strategies;  
  • Investigation of new strategies;  
  • Self-directed professional development and
Members of staff are provided with professional development to support the behaviour management strategies they need to employ to maintain a positive learning environment.

## Intensive behaviour support

At Bribie Island State High School we are committed to ensure every student achieves to the best of their ability. We recognise that some students have highly complex and challenging behaviours and need a comprehensive system of support that requires regular reviews in consultation with parents/guardians and other specialist staff. These students generally fall into the major category of the school's Management of Unacceptable Behaviour Plan. The YLCs, Heads of Junior and Senior Schooling and Administration Team work in conjunction with Student Support Services in order to develop appropriate strategies to meet the needs of the student's behaviour.

These strategies may include the following:

- Placement of student in a different class, year level, and timetable shift for a period of withdrawal from routine classes;
- Partial withdrawal of student from classes and or playground until preventative strategies are in place. Withdrawal is often associated with mandated assessment or counselling being undertaken before return to class;
- Referral to student support team;
- Prescribed enrolment in an alternate program as a support service that enables the student to gain behavioural skills;
- Development of an Individual Behaviour Support Plan;
- Reduced timetable to facilitate a gradual and sustainable return of the student into the school full time;
- Intervention of outside agencies;
- Suspension from school (1-10 days);
- Suspension from school (11-20 days);
- Recommendation for exclusion from school;
- Cancellation of school enrolment during the post-compulsory phase of schooling.

### Regional Support

- Behaviour support currently offered in our region includes:
  - Regional Positive Behaviour for Learning coordinators that provide staff with professional development;
  - Senior Guidance Officer support;
  - Youth Support Coordinator supports our school's Youth Support Workers to build professional capacity.

Students identified as needing intensive behaviour support are those who have had targeted behaviour support and are still at risk of significant educational underachievement due to their inappropriate behaviour. In this case, YLCs, Head of Junior and Senior Schooling, Administration Team and Student Support Services assist in the coordination of an individual student’s case management. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/guardians and relevant school support personnel.

## Consequences for unacceptable behaviour

Bribie Island State High School proactively commits to preventing inappropriate student behaviour by explicitly teaching and positively reinforcing expected behaviours on an ongoing basis through The
• Developing strategies to deal with situations involving the use of physical restraint by:
  1. Using risk management procedures
  2. Following procedures in accordance with Code of Conduct
  3. Following the Student Protection procedure

• Considering and issues that might exacerbate the situation such as
  1. Body language, tone of voice or facial expressions
  2. Students sensitivity to sounds and touch
  3. Students method of communication

• Assuming a calm demeanour to avoid escalating student’s behaviour
• Maintaining appropriate observation or monitoring of student during and after incident of physical restraint

• Following specific processes for
  1. Physical restraint- immediate or emergency response
  2. Physical restraint- planned response including prevention of self-harming behaviours (individual plan)

Physical intervention is not to be used as a response to:
• properly 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 following records must be maintained:

• Incident report
• Debriefing report (for student and staff)

7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by a whole school approach to behaviour management which includes the following:

• Parents/Guardians;
• Classroom teachers;
• Education Careers Pathways teacher;
• Year Level Coordinators;
• Head of Junior and Senior Schooling;
• Heads of Departments;
• Administration Team.
Aboriginal and or Torres Strait Islander Students

Students from an Aboriginal and/or Torres Strait Islander background are supported through the Indigenous Support team at Bribie Island State High School. The Head of Department, Social Justice leads the team consisting of the Community Education Counsellor (CEC), Indigenous Support Teacher Aide, Student Support Team members, Teacher representatives and Indigenous community representatives. Indigenous Support Plans document the targeted supports provided for Aboriginal and or Torres Strait Islander students at school. These plans are completed in partnership with students, their families and the Indigenous Support team. These plans document behaviour supports specific to the individual student needs. There are also a number of cultural events and activities, which support the embedding of Aboriginal and/or Torres Strait Islander histories and cultures into the curriculum and promotes strong cultural identity and awareness across the school. The Indigenous Support Committee coordinates these events. The Indigenous Community and CEC will be requested to provide support for Indigenous students following significant behavioural incidents with the purpose of positively supporting the student to re-engage with learning at school. Bribie Island SHS targets cohorts of Aboriginal and or Torres Strait Islander students for improved learning outcomes using a range of resources and programs. This impacts positively on student behaviour and learning engagement for students from an Aboriginal and/or Torres Strait Islander background.

Students with a disability

Students who have a verifiable diagnosis of Intellectual Disability, Autism Spectrum Disorder, Physical Impairment, Vision Impairment, Hearing Impairment or Speech Language Impairment are provided curriculum and disability specific support to meet their individual needs. This support is enacted by the school based Special Education Team including the Head of Special Education Services, Year Level Case Managers and dedicated Special Education Support Staff. At the commencement of each year, Case Managers document Student Profiles for each student, outlining the strengths, weaknesses, educational implications of disability and curriculum adjustments to be implemented to facilitate positive and productive access and participation to the curriculum. Some students require curriculum level adjustment to access and participate successfully. These curriculum decisions, content descriptors, achievement level standards and assessment procedures are outlined in the students’ Individual Curriculum Plan.

Each student also has an Individual Student Plan formulated to identify Disability specific learning needs and priority goals for the identified learning period. For some students, Individual Student Behaviour Plans are required, with highly individualised strategies designed to meet the complex behavioural needs that are present as a result of many competing factors.

Each of the above plans are designed, implemented and evaluated in collaboration and consultation with parents/guardians, teaching and support staff, case managers and community based agencies where applicable. At each level of the plan, decision making, planning implementation and evaluation is based upon meeting the needs of the whole student to promote positive achievement and outcomes from their schooling experience.
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
- Work, Health and Safety Act 2011
- Work, Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

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

Endorsement

[Signature]
Principal

[Signature]
P&C President or Chair, School Council

Date effective: from 21 February 2018 to December 2018
<table>
<thead>
<tr>
<th>Consequences First and second offender</th>
<th>Consequences</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will apply behaviour management strategies appropriate to the unacceptable behaviour considering the function of the behaviour, including but not limited to the following:</td>
<td>Staff/VC will apply behaviour management strategies appropriate to the unacceptable behaviour considering the function of the behaviour, including but not limited to previous strategies as well as the following:</td>
<td>Year Level Coordinators, Deputies and Principal will apply behaviour management strategies appropriate to the unacceptable behaviour considering the function of the behaviour, including the following:</td>
</tr>
<tr>
<td>- Examine The Blue Way</td>
<td>- Student with disabilities – file with case manager to implement strategic consequences</td>
<td>- Review ISP - liaise with case manager in conjunction with TLC or Deputy to implement strategic consequences (consequences show consideration of disability but are in line with whole school behaviour plan to ensure natural justice is given to all)</td>
</tr>
<tr>
<td>- Descriptive encouragement</td>
<td>- Buddy class – Re-entry interview must be organised between teacher and student before student re-enters class to address initial concerns results in buddy buddy process. Parents must be informed of buddy process. Community service work. Support work in form of or after school (with parental approval)</td>
<td>- Individual Student Behaviour Plan (ISP) Parent Consultation</td>
</tr>
<tr>
<td>- Caring for parallel acknowledgement</td>
<td>- Restore relationship (e.g. apology, internal mediation)</td>
<td>- Referral to student support services or True North</td>
</tr>
<tr>
<td>- Descriptions of reality</td>
<td>- Subject-specific monitoring card (see HOD)</td>
<td>- Internal suspension – Work to be set and completed by student. Community service to take place during lunch or after school (with parental consent)</td>
</tr>
<tr>
<td>- Proximity</td>
<td>- Internal Suspension (TLC Initiated)</td>
<td>- External suspension – Re-entry interview must take place in person, before student re-enters classroom settings.</td>
</tr>
<tr>
<td>- Pause in talk</td>
<td>- Class monitoring card (TLC/OD initiated)</td>
<td>- Removal of invitation to school events, including formal and extra-curricular activities</td>
</tr>
<tr>
<td>- Non-verbal redirection to learning</td>
<td>- Restorative style conversation between teacher and student (See Restorative Questions)</td>
<td>- Cancellation of enrolment – Attendance, assignment submission and academic achievement only (communicated to relevant staff)</td>
</tr>
<tr>
<td>- Questioning to redirect to learning</td>
<td>- Teacher-student-parent conference</td>
<td>- Other alternatives pathways with PDP/GOP support.</td>
</tr>
<tr>
<td>- Humour to manage behaviour</td>
<td>- Loss of privileges including representing the school</td>
<td></td>
</tr>
<tr>
<td>- Verbal redirection to learning</td>
<td>- Victim statement read to individuals so they can see the impact of their actions (TLC)</td>
<td></td>
</tr>
<tr>
<td>- Support questioning</td>
<td>- Written statement, by student, as to why the behaviours occurred (self-reflection activity)</td>
<td></td>
</tr>
<tr>
<td>- Move student within class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Natural consequence (e.g. lunch or after school detention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Support time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tracking sheet employed for repeated minor behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apology to teacher or fellow students for the interruptions caused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Early contact home by teacher to try and manage the situation pre-emptively. Contact recorded on One School.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of consequence scenarios:**

- **Tarrant class: First offence – distraction to make up timelines, parent contacted.**
- **Tarrant class: Second offence – after school detention/parental contacted.**

An escalation in consequences not just the same consequence for repeated behaviours. All contacts recorded on One School.

- **Inappropriate classroom behaviour (ongoing).**- Buddied out then a teacher-led in-class interview conducted lasting student’s time. If behaviours repeated Buddied out for 2 or more lessons with subject’s specific work and lunch detentions given. Parents informed in both cases (Recorded on One School). If further issues arise may escalate to Stage Three.

<table>
<thead>
<tr>
<th>Was the unacceptable behaviour resolved?</th>
<th>Was the unacceptable behaviour resolved?</th>
<th>Was the unacceptable behaviour resolved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Praise and reward appropriate behaviour</td>
<td>Third offence in one week becomes buddy two minor</td>
<td>Year Level Coordinator</td>
</tr>
<tr>
<td>Praise and reward appropriate behaviour</td>
<td></td>
<td>Praise and reward appropriate behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration referral by Year Level Coordinator</td>
</tr>
</tbody>
</table>
Appendix 3

The Code of School Behaviour
Better Behaviour Better Learning

TIER III
HIGH LEVEL
BEHAVIOUR

Principal
Deputy Principals

HOD—Junior Secondary
HOD—Senior Schooling

Yr7
Yr7
Yr8
Yr8
Yr9
Yr9
Yr10
Yr11/12
YLC
YLC
YLC
YLC
YLC
YLC
YLC
YLC

Major: High Level Behaviour
Curriculum HODs
Curriculum referrals only

Work with faculty to build BM capacity

Classroom Teachers
Manage Low Level & Medium Level Behaviour

Head of Special Education Services
Head of Social Justice
Consultation with regard to SEU and Indigenous Students
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 Bribie Island State High School. Students using personal technology devices to record inappropriate behaviours or incidents without others' knowledge or permission (such as 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 (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. A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. 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 bullying or harassment, 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 are in breach of this policy may be subject to discipline (including suspension and recommendation for 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 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. We ask that parents take measures to provide instruction on appropriate use of online social media and mobile phones, monitor usage by students and report any inappropriate use occurring to outside agencies (QPS) if appropriate.

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.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

Students may also be given permission to use some personal technology devices as part of the curriculum under the supervision of teachers. For example students may be permitted to bring iPods into a dance classroom.

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

Prevention

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

- Our Positive Behaviour for Learning support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know The Bribie Way and have been taught the expected behaviours attached to each value in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the classroom and non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the classroom and 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.
- Bribie Island State High School has also allocated resources to join Stymie, an on-line system for
- by-standers to anonymously report bullying in an effort to provide support for the victims of bullying and harassment.
- Bribie Island State High School has also become a National Day of Action School saying No Way to Bullying.

The student curriculum modules of the anti-bullying process consist of lessons taught within The Bribie Way lessons as a way of providing a consistent message regarding bullying.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Bribie Island State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’. To achieve this it is envisioned that Stymie along with all other methods of reporting available to students, will promote a culture in which students feel supported in addressing bullying.

Bribie Island State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis. 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.

Responsibilities

At Bribie Island State High School we are committed to providing a safe, supportive learning environment, for all members of the school community. Members of the school community have the following responsibilities in regards to Bullying and Harassment.
Getting Support

Students or parents can report bullying and harassment and seek support from:

- On the internet based program, Slymie;
- Year Level Coordinator;
- Head of Junior and Head of Senior School;
- School Guidance Officer;
- School support staff including: the school nurse, the school chaplain, school, Aboriginal and Torres Strait Islander Community Liaison Officer or the youth support coordinator;
- Deputy Principals (for more serious incidents);
- Principal (for more serious incidents).