Burpengary State Secondary College

Responsible Behaviour Plan
For
Students

2017 - 2019
1. Purpose

Education Queensland is committed to provisions that ensure all students have a right to and receive a quality education. Burpengary State Secondary College is committed to creating a learning community that educates, enriches and enhances the personal growth and development of all its community. Burpengary State Secondary College is committed to providing a safe, respectful, disciplined and positive learning environment for students and staff. This Responsible Behaviour Plan for Students facilitates high standards of behaviour within our learning community allowing students to engage in learning opportunities, and to develop the aspirational goals of the future.

The Responsible Behaviour Plan for Students is the means by which we ensure that a supportive school community is established and maintained. Burpengary State Secondary College is committed to building success in all learners both now and in the future.

2. Consultation

Berpengary State Secondary College developed this plan in collaboration with our school community. Broad consultation with the school community was undertaken through the 2014 new school consultation process which established the mission, values and expectations of the school.

3. Learning and behaviour statement

All areas of Burpengary State Secondary College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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 Burpengary State Secondary College 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 community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Respect
- Courage
- Excellence

Our school values have been agreed upon and endorsed by the community through the consultation process. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
VISION STATEMENT

The purpose of Positive Behaviour for Learning is to make no assumptions, remembering that behaviour is learned not innately known. By explicitly teaching appropriate behaviours we aim to enhance student outcomes and develop a positive college culture.

Through positive relationships and common and consistent language, students will be empowered to grow as active global citizens, both within the college and the wider community, demonstrating respect, courage and excellence habitually.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Burpengary State Secondary College our focus on positive behaviour underpins all processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviours in all students.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal**, **targeted**, and **intensive** supports.

- **Universal**
  In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted**
  In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive**
  In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Universal, targeted and intensive behaviour support includes:
- quality teaching and learning practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development for all members of the school community
- adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventive action for all students
Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Burpengary State Secondary College 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 provide a framework for responding to unacceptable behaviour. Universal behaviour support is both proactive and reactive, and is based on all available behaviour data.

A set of behavioural expectations, indicators and outcomes has been formulated in the Burpengary State Secondary College’s Positive Behaviour for Learning Matrix (Appendix A) which outlines our shared expectations in regards to student behaviour. These expectations are regularly communicated to the students and staff.

Brupengary State Secondary College implements the following proactive and preventative processes and strategies to support student behaviour:

• Regular information in school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
• Comprehensive induction programs in the Burpengary State Secondary College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
• Individual support profiles developed 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

Reinforcing expected school behaviour

At Burpengary State Secondary College communication of our key messages about behaviour is consistently reinforced to provide 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.

Expected school behaviour is also reinforced through our Awards and Rewards processes.

Awards – acknowledges students who have performed consistently well over the semester in either or both achievement and attendance. Students with 100% attendance are acknowledged. Special Awards are presented to those students that have consistently and persistently upheld the College values of Respect, Courage and Excellence. A Principal’s Award is also issued.
Rewards – the Reward System involves acknowledging students who are displaying positive expected behaviour in any school setting. In addition to praise and commendations, students are issued ‘Burpies’ by teachers. Students enter these into a weekly draw to win Pitt Stop vouchers. At the end of each term, there are special rewards for those students that gain the most Burpies. Each Burpie issued also equates to a Community point for the inter-Community competition. Students are also rewarded through a range of co and extra-curriculum related opportunities.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support provides an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When students exhibit 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 and values.

Our preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more safely or more respectfully as a learner. 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.

Teachers at BSSC embed the Essential Skills for Classroom Management (ESCM) in their daily practice to create positive and supportive learning environments.

The Essential Skills of Classroom Management include:

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

Teachers encourage positive student behaviour by focussing on the desirable actions of the student rather than the negative behaviours of the individual. By engaging in extra-curricular activities with students, teachers are often seen in a more positive light which can be transferred by students into the classroom.

The school is committed to working with students in both proactive and reactive ways to assist them to maximise their individual learning outcomes and ultimately to help them develop into good, productive citizens in the wider community.
Dress Standards

Burpengary State Secondary College is a “uniform” school. The uniform is to be worn in its complete form at school and when travelling to and from school. Each student is an ambassador for the school. The school has a detailed information on the uniform policy and this document should be consulted for further information.

At Burpengary State Secondary College we impose sanctions on a once only basis per episode of non-compliance. Our sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:

- Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs);
- Preventing student from attending, or participating in, any activity for which student is representing school;
- Preventing student from attending or participating in any school activity that is not an essential school educational program.

In resolving matters of student dress codes, the school considers:

- Mobile families requiring sufficient time to purchase items of dress;
- Economic hardship requiring special arrangements, or an extended period of time, to purchase new items of dress;
- Students with physical impairments requiring greater flexibility in interpretation of dress codes;

We provide our Student Dress Code policy to parents at the time of enrolment as part of the Enrolment Package. The Burpengary State Secondary College community is very proud of its uniform and we encourage parents/caregivers to support the school by upholding our fair and reasonable dress standards.
Targeted behaviour support

A small number of students at Burpengary State Secondary College are identified through our data as requiring additional intervention to obtain academic, social/emotional and/or behaviour intervention.

In most cases the problem behaviours of these students 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 classified as ‘at risk of disengaging’. Case management and alternative programs are managed by our school’s Student Support Team and Student Diversity Centre.

<table>
<thead>
<tr>
<th>Reasons for requiring targeted behaviour support</th>
<th>Possible Interventions…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have demonstrated an obvious deterioration in behaviour in subject classes which has not responded to the proactive range of classroom strategies</td>
<td>• Interviewed / counselled by the HOD</td>
</tr>
<tr>
<td>• Have demonstrated inappropriate behaviour in the playground, sport, excursions, or on the way to or from school</td>
<td>• Parents/Caregivers contacted</td>
</tr>
<tr>
<td>• Failure to complete set work/assessment</td>
<td>• Student may be sent on a WIO</td>
</tr>
<tr>
<td>• Sustained unsatisfactory behaviour such as:</td>
<td>• Student behaviour monitored through Monitoring Book procedure</td>
</tr>
<tr>
<td>- coming late to class</td>
<td>• Detentions</td>
</tr>
<tr>
<td>- coming late to school</td>
<td>• Suspensions – 1 to 10 days</td>
</tr>
<tr>
<td>- failing to bring correct equipment to class</td>
<td>• Student may be asked to relinquish any position of responsibility</td>
</tr>
<tr>
<td>- disturbing class</td>
<td>• Student may be removed from some/all co-curricular activities</td>
</tr>
<tr>
<td>- failing to complete homework</td>
<td>• Details of the behaviour will be entered onto One School</td>
</tr>
<tr>
<td>- demonstrating a poor attitude to learning</td>
<td>• Student may be referred to Student Support Services</td>
</tr>
<tr>
<td>- out of uniform</td>
<td>• Other consequences will be applied as deemed appropriate</td>
</tr>
<tr>
<td>- truancy</td>
<td>• Cancellation of Enrolment processes may begin for 11/12s at this level</td>
</tr>
<tr>
<td>• Use unsafe/inappropriate behaviour in non-classroom settings which does not consider other students, staff and the school</td>
<td>•</td>
</tr>
</tbody>
</table>
**Intensive behaviour support**

Burpengary State Secondary College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Assigned Case Managers:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of interventions through continuous data collection
- make adjustments as required for the student, and
- work with the Student Support Services Team to achieve continuity and consistency

<table>
<thead>
<tr>
<th>Reasons for requiring intensive behaviour support</th>
<th>Possible interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have not responded to previous efforts to improve behaviour</td>
<td>• Leadership will inform parents and arrange for an interview</td>
</tr>
<tr>
<td>• Demonstrate little commitment to advancing their own education</td>
<td>• Students will be required to resign from any position of responsibility for the remainder of that year</td>
</tr>
<tr>
<td>• Committed a serious breach of the Responsible Behaviour Plan:</td>
<td>• Students may not be permitted to take part in any co-curricular activities</td>
</tr>
<tr>
<td>- violence/assault</td>
<td>• Other consequences will be applied as deemed appropriate, such as:</td>
</tr>
<tr>
<td>- stealing</td>
<td>- Detentions</td>
</tr>
<tr>
<td>- bullying/ harassment</td>
<td>- Student Monitoring Booklet</td>
</tr>
<tr>
<td>- vandalism/ graffiti</td>
<td>- Suspensions – 10 - 20 days</td>
</tr>
<tr>
<td>- substance misuse</td>
<td>- Recommendation for Exclusion</td>
</tr>
<tr>
<td>- obscene language</td>
<td>- Cancellation of Enrolment for senior students</td>
</tr>
<tr>
<td>• Committed sustained breaches of the Responsible Behaviour Plan</td>
<td>- The student will remain on the Student Monitoring Booklet for two weeks or until behaviour is under control.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons for requiring intensive emotional &amp; social support</th>
<th>Possible interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have not responded to previous efforts to improve behaviour</td>
<td>• Leadership will inform parents and arrange for an intervention program</td>
</tr>
<tr>
<td>• Demonstrate little commitment to advancing their own education</td>
<td></td>
</tr>
<tr>
<td>• Committed a serious breach of the Responsible Behaviour Plan:</td>
<td></td>
</tr>
<tr>
<td>- violence/assault</td>
<td></td>
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<tr>
<td>- stealing</td>
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<td>- bullying/ harassment</td>
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<td>- substance misuse</td>
<td></td>
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<tr>
<td>- obscene language</td>
<td></td>
</tr>
<tr>
<td>• Committed sustained breaches of the Responsible Behaviour Plan</td>
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<tr>
<td>• Suffering from high anxiety</td>
<td></td>
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<tr>
<td>• Suffering from depression</td>
<td></td>
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<tr>
<td>• Engaging in self-harm</td>
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<tr>
<td>• Low attendance</td>
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5. Emergency responses or critical incidents
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.

***Please read the Responding to Critical Incidents School Report Guide for BSSC

### 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
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 Burpengary State Secondary College’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 following records must be maintained:
- Incident Report
- Health and Safety Incident Record
- Debriefing report (for student and staff)

6. Consequences for unacceptable behaviour

Berpengary State Secondary College 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 proportional to the nature of the behaviour. One School is used to record all minor and major problem behaviour.

Students are expected to behave in an appropriate manner both at school and while travelling to and from school. Consequences may be enforced for unacceptable behaviour that has occurred outside of the school grounds, include online environments, where that behaviour affects the school’s good order and management.
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 may require intervention from HODS or referral to Administration

**Minor** behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause suspicion 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 re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name the expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour

**APPENDIX B** Clearly details the range of consequences for Minor behaviour incidents.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the removal of the student from the learning environment.

Major behaviours can result in an immediate referral because of the seriousness of the behaviour. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. If the student refuses to leave the class or the incident is critical then the Administration should be contacted to remove the student. The staff member then completes an incident report on One School as soon as they are able to.

Major problem behaviours may result in the following consequences:
- Parent contact, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, detentions.
- **AND/OR**
  - Referral to Head of Department, Student Support Services Team, Administration.
  - Suspension from school,
  - Case Manager assigned.
  - Students who engage in very serious problem behaviours such as major violent physical assault, or, the possession or supply of drugs or weapons (including knives) can expect to be recommended for exclusion from school following an immediate period of suspension.

Suspension, or exclusion, as a consequence for major behaviours is only used after consideration has been given to all other responses.

In all school circumstances any item, whether prohibited or not, that disrupts the learning of others, or affects the safety and well-being of students and staff, may be confiscated by a staff member or the student is directed to take the item to the office.
The item will be brought to the administration office by the staff member, where it will be held, and if appropriate, returned to the parents/carers of the student involved within a reasonable timeframe.

APPENDIX B Clearly details the range of consequences for Major behaviour incidents.

7. Network of Student Support

Students at Burpengary State Secondary College are supported through our positive behaviour framework giving all students positive reinforcement and a system of universal, targeted, and intensive behaviour supports. This is supported by the Student Support Team:

At Burpengary State Secondary College we believe that looking after student health and well-being is vitally important to the development of life-long learners.

We therefore take the responsibility of supporting, mentoring and guiding our young people very seriously. We dedicate many financial, human and physical resources to ensuring that we are proactive within our highly dedicated Student Support Team. Our Student Support Team meet regularly to discuss and strategically plan how we can best care for our young people.

Our Support Team is created by the following highly experienced and passionate professionals:

- Guidance Officers
- Senior Schooling Head of Department
- Junior Secondary Head of Department
- Student Diversity Head of Department
- Head of Student Improvement
- Youth Worker
- School-based Youth Health Nurse
- Year Coordinators
- Head of Department Wellbeing
- Teachers
- Support Staff
- Heads of Department
- Community Leaders
- Administration Staff
- Deputy Principals
- Principal

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

- Child and Youth Mental Health Services
- Queensland Health
- Stymie
- Department of Communities, Child Safety and Disability Services
- Queensland Police Service
- Morton Bay Regional Council
- Boystown
- KidsHelpline
- InSync – Supporting Youth Needs in the Community
- Lifeline
- The Smith Family's Learning for Life Program
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.

Burpengary State Secondary College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account 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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental 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
• 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
Endorsement

College Principal

P & C President

Date effective:

From 21/02/2018 to 31/12/2018

APPENDICES

APPENDIX A – Positive Behaviour for Learning Matrix
APPENDIX B – Behaviour Descriptors and possible strategies / consequences.
APPENDIX C – Anti-Bullying Policy
APPENDIX D – WIO Process and Supplementary Information
APPENDIX E – Knives at School Policy
APPENDIX F – Mobile Electronic Devices Acceptable Use Policy
APPENDIX G – Appropriate Use of Social Media
### APPENDIX A – Positive Behaviour for Learning Matrix

#### WE ARE:

**RESPECTFUL**
- Follow directions and instructions
- Value yourself and others
- Show self-control
- Hands and feet off people, hands and feet off property
- Be mindful and appreciative of others
- Be accepting of other people’s identities, culture and differences
- Use appropriate language
- Be considerate of the personal space of others

**COURAGEOUS**
- Report damage to school property
- Take responsibility for your own choices
- Every day counts, make school a priority
- Challenge yourself and set goals
- Be proud of your achievements and celebrate success
- Persevere
- Make the most of all opportunities
- Practice resilience

**EXCELLENT**
- Follow Workplace Health and Safety Procedures
- Be in the right place at the right time
- Wear uniforms correctly
- Apply yourself
- Make healthy choices
- Be a positive role model
- Be an active global citizen
- Follow college procedures
- Be solutions focused

#### LEARNING AREAS
- Enter classrooms calmly and ready to learn
- Care for learning areas
- Listen actively
- Support the rights of others to learn and to teach
- Welcome and support new students

#### TECHNOLOGY
- Engage respectfully online
- Access and share information with care
- Look after electronic equipment
- Be considerate of feelings and privacy

#### BEFORE AND AFTER SCHOOL (PICK UP AREA)
- Student drivers are to follow laws and college protocol
- Use property for intended purposes
- Be considerate of the community and yourself on your way to and from school

#### TRANSITIONS AND BREAKS
- Walk on pathways and keep left
- Place bags in designated area
- Place rubbish in appropriate places
- Use facilities for intended purposes
- Join the end of the queue
- Keep pathways and stairways clear
- Play safely and fairly
- Appreciate the rights of others to privacy

#### OFF CAMPUS
- Be considerate and courteous
- Return permission notes and payments on time
- Abide by the conditions of the venue and employees

#### ASSEMBLY
- Applaud appropriately
- Celebrate the achievement of others
- Be sensitive to the occasion
- Acknowledge and follow formal and cultural procedures
- Leave bags at the designated area
- Sit appropriately in designated areas
### APPENDIX B  Behaviour descriptors and possible strategies / consequences.

#### Major and Minor behaviour

**Teacher – managed by teacher using a range of proactive and positive strategies**

<table>
<thead>
<tr>
<th>Behaviour – minor</th>
<th>Possible strategies / consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Failure to follow directions</td>
<td>➢ Natural consequence</td>
</tr>
<tr>
<td>➢ Littering</td>
<td>➢ Positive reinforcing</td>
</tr>
<tr>
<td>➢ Minor swearing (e.g., within peer group)</td>
<td>➢ Essential Skills for Classroom Management</td>
</tr>
<tr>
<td>➢ Minor unsafe behaviour</td>
<td>➢ Seating plans</td>
</tr>
<tr>
<td>➢ Failure to complete homework / assessment</td>
<td>➢ WIO Process</td>
</tr>
<tr>
<td>➢ Failure to wear correct uniform</td>
<td>➢ Teacher detention (recorded in OS)</td>
</tr>
<tr>
<td>➢ Wearing makeup or incorrect jewellery</td>
<td>➢ Contact home (recorded in OS)</td>
</tr>
<tr>
<td>➢ Disruptions to the learning</td>
<td>➢ Phone/electronic device handed in at office by student</td>
</tr>
<tr>
<td>➢ Disengagement from the learning process</td>
<td>➢ Uniform detention</td>
</tr>
<tr>
<td>➢ Failure to bring appropriate equipment</td>
<td>➢ Behaviour Incident recorded on OS</td>
</tr>
<tr>
<td>➢ Unacceptable lateness</td>
<td>➢ FYI HOD</td>
</tr>
<tr>
<td>➢ Phones/electronic device visible or in use</td>
<td>➢ Referral to support services</td>
</tr>
</tbody>
</table>

**HOD – referred to and managed by the HOD (via OS)**

- Persistent behaviour – teacher must be able to evidence their support strategies

<table>
<thead>
<tr>
<th>Behaviour – major</th>
<th>Possible strategies / consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Persistent behaviours (see above)</td>
<td>➢ Address behaviour with student</td>
</tr>
<tr>
<td>➢ A pattern of consistent WIO referrals</td>
<td>➢ Phone call home (recorded in OS)</td>
</tr>
<tr>
<td>➢ Refusal to complete teacher detention</td>
<td>➢ Document ‘Action’ on OS</td>
</tr>
<tr>
<td>➢ Minor physical altercations</td>
<td>➢ Inform teacher of outcomes (conversation/email)</td>
</tr>
<tr>
<td>➢ Property damage</td>
<td>➢ Issue and log central detentions</td>
</tr>
<tr>
<td>➢ Refusal to hand in electronic device</td>
<td>➢ Facilitate meeting between teacher and student</td>
</tr>
<tr>
<td></td>
<td>➢ Facilitate parent meeting with student and teacher</td>
</tr>
<tr>
<td></td>
<td>➢ Referral to support services</td>
</tr>
<tr>
<td></td>
<td>➢ Change of class</td>
</tr>
<tr>
<td></td>
<td>➢ Phone/electronic device handed to office by student</td>
</tr>
<tr>
<td></td>
<td>➢ Behaviour monitoring card</td>
</tr>
</tbody>
</table>

**Deputy – referred to and managed by the deputy (via OS)**

- Persistent behaviour - HOD must be able to evidence their support strategies

<table>
<thead>
<tr>
<th>Behaviour – major</th>
<th>Possible strategies / consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Major property damage</td>
<td>➢ Parent contact (recorded in OS)</td>
</tr>
<tr>
<td>➢ Swearing directly towards a staff member</td>
<td>➢ Parent meeting (recorded in OS)</td>
</tr>
<tr>
<td>➢ Distribution or use of prohibited substances</td>
<td>➢ Behaviour monitoring booklet</td>
</tr>
<tr>
<td>➢ Unacceptable sexual behaviour</td>
<td>➢ Record in OS</td>
</tr>
<tr>
<td>➢ Major physical conflict</td>
<td>➢ Referral to outside agency via internal support staff</td>
</tr>
<tr>
<td>➢ Bringing banned items to school</td>
<td>➢ Suspension</td>
</tr>
<tr>
<td>➢ Threatening a staff member</td>
<td>➢ Removal from class / activity</td>
</tr>
<tr>
<td>➢ Violence</td>
<td>➢ Review of behaviour level</td>
</tr>
<tr>
<td>➢ Threat by outsiders</td>
<td>➢ Police involvement where appropriate</td>
</tr>
<tr>
<td>➢ Assault on staff</td>
<td>➢ Recommendation for exclusion</td>
</tr>
<tr>
<td>➢ Persistent Truancy</td>
<td></td>
</tr>
<tr>
<td>➢ Persistent non – compliance</td>
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</tbody>
</table>
APPENDIX C – Anti-bullying Policy

Rationale
All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

School Community Beliefs about Bullying
It is important that students, staff and parents/carers have a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Burpengary State Secondary College (BSSC). Respect and courage, two of our three school values are particularly important when discussing anti-bullying. Respecting people and property, and having the courage to act against bullying are at the core of our anti-bullying philosophy and policy at BSSC.

Definition of Bullying
At Burpengary State Secondary College, we define bullying as a deliberate, repeated, unfair or hurtful behaviour that involves a power imbalance. The National Centre Against Bullying identifies five kinds of bullying:

1. Physical bullying
   This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying
   Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying
   Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying
   For example, threatening, manipulating or stalking someone.

5. Cyber bullying
   Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.
In alignment with The National Centre Against Bullying’s statement about the topic, BSSC acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance), at BSSC, they will be addressed in the same way as other inappropriate student behaviours.

**Burpengary State Secondary School College Whole School Approach to Bullying**

Our school-wide approach to bullying will be based on the ten elements that have been recognised by national and international research and program reviews as elements of effective school based action against bullying. The ten elements are as follows:

1. **Create a caring, respectful, inclusive and supportive school culture.**
2. **Establish a clear whole school definition** of bullying.
3. **Establish a clear anti-bullying policy** developed in collaboration with staff, students and parents/carers, which addresses all forms of bullying (including cyber bullying).
4. **Collaboratively develop procedural steps to respond appropriately to bullying incidents** that are clearly documented and define the roles and responsibilities of staff, students and parents/carers.
5. **Establish teaching and learning programs** that promote personal development and address all forms of bullying through the teaching of language skills, social-cognitive abilities, social skills, assertiveness, coping strategies, group mechanisms, motives for bullying and being effective bystanders.
6. **Provide professional development** to assist school staff to understand the anti-bullying policy, implement teaching and learning programs, and to provide support for students at high risk times and in high risk settings.
7. **Consult students** regularly to monitor and determine the types of bullying behaviour and in what school and social contexts bullying (including cyber bullying) occurs.
8. **Create physical environments** in the school and staff supervision practices that limit the incidences of bullying (including cyber bullying).
9. **Support and engage families** by maintaining regular, clear communication and through systematic parent awareness raising and skill building.
10. **Establish a process for regularly reviewing** and celebrating the effectiveness of school policies, programs and procedures.
BSSC has engaged with the STYMIE program to allow staff, students and the wider community (bystanders) to send anonymous notifications to our College, about someone who they believe is being bullied or harmed.

**WHY USE STYMIE?**

"Every child and youth has the right to be respected and safe.
Bullying is a violation of this basic right."

- KANDERSTEG DECLARATION

**Educational Programs and Communication with Community**

It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Burpengary State Secondary College. We use the following educational strategies to communicate information about bullying to our school community:

- **Parents/guardians and community members:**
  - School newsletters, delivered electronically to parents who have provided email addresses and available on the school’s website, will contain regular information about the anti-bullying policy and programs used at BSSC (Element 9).
  - The school’s website will host the most up-to-date version of the BSSC Anti-bullying Policy. (Element 9).
  - The BSSC Anti-bullying Reference Group comprises key school staff members as well as parents, community members and students. The group meets once per term to discuss and make revisions to the school’s anti-bullying policy as necessary and to provide input as to the effectiveness of the educational and prevention programs the school is running (Elements 3, 7, 9 & 10).
  - Directions for how to use the Stymie tool (see below for explanation) will be placed on the school’s website and regularly communicated in the newsletter (Elements 4, 5, 8 & 9).

- **Students:**
  - Students will undertake formal lessons adapted from the Bullying and Harassment Prevention in Positive Behaviour Support: Expect Respect curriculum developed by Stiller, Nese, Tomlanovich, Horner, and Ross. The effectiveness of these lessons will be evaluated so that they can be revised as appropriate. Other curriculum programs may also be used as is necessary (Elements 1 & 5).
  - Students will be trained in how to use the Stymie tool so that they clearly understand how to anonymously report the bullying of others to school administration (Elements 4 & 5).

- **Staff:**
  - Staff will be trained in the delivery of the anti-bullying curriculum (Element 6).
  - All staff will engage with the anti-bullying policy (Element 3).
  - Staff will be trained in how the Stymie system works and encourage its use with students (Element 6).
  - Key staff members will collate and analyse data on bullying (garnered from school surveys etc.) and report the results back to the BSSC Anti-bullying Reference Group (Elements 7, 9 & 10).
Prevention Strategies
Effective social skills and positive relationships act to prevent bullying. At BSSC we promote effective social skills and positive relationships by:

- Primary Prevention:
  - Ensuring our school values of respect, courage and perseverance are modelled and regularly referred to by school staff in the classroom and across the playground (Elements 1 & 5).
  - Supporting students in form class and house groups (Element 1).
  - Access to support staff such as the Guidance Officer and School-based Youth Health Nurse (Element 1).
  - Student Leadership Programs (Element 1).
  - Ensuring that a number of teacher or peer-led, organised activities take place during breaks (Element 8).
  - Accessing appropriate guest speakers to discuss anti-bullying (e.g., a member of the police force to speak about cyberbullying; Element 5).

- Secondary Prevention:
  - As needed, small groups of students who are at risk of demonstrating challenging behaviours will be chosen to undertake additional programs. Programs similar to the ones listed below may be used depending on students’ needs:
    - Rock and Water: designed to help young people interact and communicate more confidently with others. It makes use of physical exercises that are constantly linked to the acquisition of mental and physical skills.

- Tertiary Prevention:
  - Individual students who are demonstrating challenging behaviours will be offered an assessment of their needs by key staff members. These students may be placed on Individual Responsible Behaviour Plans. These students are likely to require significant support outside of school as well as within (Elements 1 & 5).
Responses to Bullying
Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures. At Burpengary State Secondary College, we support targets and perpetrators by:

- Using one, or a combination of the following six research-based responses to bullying:

  1. **The traditional disciplinary approach**
     Using disciplinary measures (e.g. detentions, suspensions and exclusions) so that perpetrators understand that their behaviour is unacceptable, and as a deterrent to them and to others.
  2. **Strengthening the target**
     Helping those who have been bullied to become less vulnerable by learning to act more assertively.
  3. **Mediation**
     In situations where both the perpetrator and the person who has been bullied are genuinely interested in seeking a solution to their issues, mediation by a key staff member may be undertaken.
  4. **Restorative practice**
     Working with the students involved (and often their carers) in a process where the student responsible for causing the harm accepts responsibility for that harm, and those involved agree to a range of actions to repair the harm.
  5. **The support group method**
     The perpetrators of the bullying go to a group meeting with a key staff member and friends of the target of the bullies (the bullying target is not present). The perpetrators are required to work with the group to say what they will do to improve the situation.
  6. **The method of shared concern**
     This involves working with the suspected bullies and with the target in one-to-one meetings. When progress has been made, a meeting is held with the suspected bullies and the target to plan on how to resolve the problem (Element 4).

- Offering appointments with key staff members (e.g. Guidance Officer, School-based Health Nurse, Year Coordinator etc.) for all students who bully, or are affected by bullying (Element 1).
Reporting and Monitoring Bullying  
At Burpengary State Secondary College, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways:

- Using Stymie. Stymie (see stymie.com.au) is a tool for schools that students can use to anonymously identify another student who is being bullied or harmed. The notification interface allows bystanders to upload evidence like screen shots of FB discussions, Snapchats, text messages or instant message conversations and an outline of the incident(s). The notifications are encrypted, anonymous and confidential. Stymie does not store any information; it is merely the road upon which it travels. Stymie was built in consideration of the Australian Safe Schools Framework and the recommendations from the Australian Covert Bullying Prevalence Study (Elements 4 & 5).

- Contacting a teacher, Year Level Coordinator or member of support staff (Element 4).

Reports of bullying will be dealt with following the principles in the school’s Responsible Behaviour Plan. Reports will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action (Element 10).

Related Resources

School Wide Positive Behaviour Support  

Alannah and Madeline Foundation  
http://www.amf.org.au/AboutUs/

BOUNCE BACK!  

FRIENDS for Life  
www.friendsinfo.net/index.html

Friendly Schools and Families Program  

Kids Helpline  

KidsMatter  
http://www.kidsmatter.edu.au

MindMatters  

ReachOut  
http://au.reachout.com

National Centre Against Bullying  
http://www.ncab.org.au/about/

National Safe Schools Framework  

You Can Do It!  
www.youcandoit.com.au
Bullying: An Information Sheet for Students at BSSC

What is bullying?
Bullying is when someone feels hurt or upset because of the things another person or group is doing to them over and over again.

Bullying is not when one person calls another person a name once, or hits a person once. It is when that behaviour happens a number of times.

Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

What should you do if you are being bullied?
If you are being bullied, stay calm, and use the “Stop, Walk, Talk” strategy:

• tell the bully to stop
• move away from situation
• talk to someone you trust about what has happened, for example a parent/carer, teacher or friend, and get them to help you to take the right steps to stop the bullying

When talking about what has happened, make sure you tell them:

• What the person/s has been doing?
• Who has been involved?
• Where have the incident/s occurred?
• Who else has seen the bullying behaviour?
• How often has it happened?
• What have you already done about it?

Keep on talking until someone listens to you and the bullying stops

Don’t blame yourself for what is happening.

What should I do if I see someone being bullied?
If you see someone being bullied (or witness it online), keep safe and choose your response to match the situation:

• speak up and let the person doing the bullying know that what they are doing is bullying
• refuse to join in with the bullying and walk away
• help the student who is being bullied to ask for help
• ask a teacher or support person for help
• report what happened to a school staff member or on Stymie, if you wish to remain anonymous
• use some of the links on the next page to help you find more information about bullying.
When bullying occurs, staff at the school may:
• teach students how to cooperate and “get on” with others
• work out a behaviour plan or playground plan for some students, to keep everyone safe
• teach students about conflict and bullying
• run programs that help students become more confident
• run anti-bullying workshops
• have special meetings to work things out with the involved students
• have students complete classroom tasks about bullying in school subjects.
• give detentions, suspensions or exclusions to students who bully others.

What can I do if I feel the school is not dealing with the bullying?
• talk to your parents/carers
• make an appointment to meet with a teacher, Guidance Officer or school Deputy Principal
• ask a parent to email or phone a teacher
• ask a parent to contact your local district or regional office. They will try to work with you and the school to try and solve the problem.

Where can I get more information about bullying?

Kids Helpline: a free, private and confidential, 24-hour telephone and online counselling service for young people aged between 5 - 25 years.

Act Smart Be Safe: a gateway for parents/carers, students, teachers and the community to access information to help improve youth safety.


ReachOut: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people.
http://au.reachout.com

National Centre Against Bullying: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au/

Burpengary State Secondary College does not tolerate bullying.
Bullying: An Information Sheet for Parents/Carers of Students at BSSC

What is bullying?
Bullying is when a child, or a group of children, deliberately and repeatedly upset or hurt another child.

The person/people doing the bullying will have some form of power over the target.

Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.

Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

How can I tell if my child is being bullied?
Sometimes children who are bullied do not talk about it with parents/carers or teachers. They are concerned that “telling” will make matters worse. Some signs that a child may be experiencing bullying may include:

- loss of confidence, fearfulness or anxiety
- changes in eating or sleeping habits, bedwetting
- health problems, vague headaches or stomach aches
- unhappiness, tearfulness or mood swings, sudden temper tantrums
- reluctance to go to school, changes in academic performance
- lack of friends
- missing belongings or torn clothing.

What should I do if my child tells me they are being bullied?

- Help your child to identify the bullying behaviour and ask them:
  - What has been happening?
  - Where have the incidents occurred?
  - Who has been involved?
  - Has anyone else seen the bullying behaviour?

- Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:
  - firmly say “Stop!”
  - walk away
  - talk with the teacher
  - use other strategies to diffuse the situation

- Become familiar with the school’s anti-bullying policy. Copies can be obtained from the school or school website.

- Contact the school to check that your child has spoken to someone about the problem and arrange a meeting to find out what the school will do to address the situation.

- Be clear about what you expect the school to do to help your child.
- Use some of the additional internet resources listed below to assist you and your child to learn more about bullying and prevention.

What will the school do?
In situations where bullying occurs, staff at the school may:

- apply disciplinary consequences
- assist students to develop more appropriate social skills
• implement a behaviour management plan or playground plan for individual students
• explicitly teach about conflict and bullying
• implement resilience and anti-bullying programs
• conduct mediation sessions
• address bullying in their curriculum.

The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved because of privacy requirements.

What can I do if I feel the school is not addressing the bullying appropriately?
• make an appointment to meet with the school Deputy Principal
• contact your local district office or regional office who will endeavour to work with you and the school to try and solve the problem.

Where can I get more information about bullying?


ReachOut: an online resource that assists young people by providing information to improve understanding of the issues that relate to mental health and wellbeing. Reach Out also has information on how young people can get the best help from services, as well as opportunities to connect with other young people. http://au.reachout.com

National Centre Against Bullying: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au/

Bqpengary State Secondary College does not tolerate bullying
Working It Out Process (WIO)

OBJECTIVE: Responding to low level disruptive behaviour whilst maintaining positive relationships with students.

TEACHERS: Use ESCM 1-4 to establish and maintain clear expectations at all times

Level | Student | Teacher | Student Consequence | HOD | FOLLOW UP

LOW

1. Monte Carlo
- Identify low level disruptive behaviour
- Use ESCM strategies to address
- Stay in regular contact with students and parents
- Administer a nonpunitive response
- Use of moderate consequences
- Teacher sets a plan to work through the steps
- Confer with Patron or Assistant Principal

MID

1. Monte Carlo
- Identify low level disruptive behaviour
- Use ESCM strategies to address
- Stay in regular contact with students and parents
- Administer a nonpunitive response
- Use of moderate consequences
- Teacher sets a plan to work through the steps
- Confer with Patron or Assistant Principal

HIGH

1. Monte Carlo
- Identify high level disruptive behaviour
- Use ESCM strategies to address
- Stay in regular contact with students and parents
- Administer a nonpunitive response
- Use of severe consequences
- Teacher sets a plan to work through the steps
- Confer with Patron or Assistant Principal

RESPECT • COURAGE • EXCELLENCE
APPENDIX E

Knives at School Policy

At Burpengary State Secondary College, every student has the right to feel safe and be safe at school.

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

Berpengary State Secondary College will take action if a student brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Police can search a student and their property at school if they suspect a student has a knife.
- Possessing a knife at school may result in serious disciplinary consequences such as a suspension from school, or possible recommendation for exclusion from school following an immediate period of suspension.

Sections 51 of the Weapons Act Queensland states:

A person must not physically possess a knife in a public place or school, unless the person has a reasonable excuse.

In this section

a knife includes a thing with a sharpened point or blade that is reasonably capable of

(a) Being held in 1 or both hands; or

(b) being used to wound or threaten to wound anyone when held in 1 or both hands.

A school means any part of the premises of-

(a) a State educational institution under the Education (General Provisions) Act 2006; or

(b) a non-State school under the Education (Accreditation of Non-State Schools) Act 2001.

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

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

Mobile electronic devices acceptable use policy

Statement of intent

Burpengary State Secondary College recognises that there are times when it is appropriate and beneficial for students to have access to various digital devices; however, the use of mobile telephones, smart/communicative watches and other electronic equipment by students at College can become disruptive to the learning and teaching process. College time is to focus on effective learning and teaching and must not be disrupted by electronic devices.

The following acceptable use policy refers to all electronic devices used by students within the College grounds and at College events/activities e.g. excursions/camps

_Students at Burpengary State Secondary College may bring digital devices to College at their own risk, but must only operate them in accordance with the following:_

1. Mobile phones may not be turned on (and therefore not used for any purpose) by students on the College premises.
2. Any watch worn by a student (in accordance with the Jewelry and Grooming Policy) must not have communication capabilities.
3. All electronic devices must be switched off and out of sight whilst on the College premises
4. If students require urgent access to a phone they should report to the administration building to use a school phone.
5. Students must display courtesy, consideration and respect for others whenever they are using any digital device.
6. Devices with built-in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
7. Students must not take photographs, recordings or images of teachers, ancillary staff, other students or visitors to the College without their consent and knowledge.
8. Students must not make/send harassing or threatening calls/messages/emails.
9. All digital devices including mobile phones are brought to College at their owner’s risk. No liability will be accepted by the College in the event of loss, theft or damage to any device.

Consequences of failure to comply with College policy:

- If non compliant, students will be required to hand in the device at the office.
- Victims of abusive, threatening, bullying messaging, or inappropriate video/photo imaging will be advised to make a complaint to the Queensland Police.
• Any student who places an image / words on the Internet which have a negative impact on the good standing of the College, its staff or students will be dealt with according to the RBP.

• If a student uses their BYOx device in an inappropriate manner they will be asked to turn off the device and put it away. Repeat infringements will be considered willful non-compliance and dealt with according to the RBPS.

• Any repeated or other inappropriate use will be dealt with under the RBP.
APPENDIX G Appropriate Use of Social Media

Appropriate use of social media

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

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

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

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

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

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

Role of social media

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

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

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

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

**Appropriate use of social media**

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

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

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

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

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

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

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

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

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

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.
The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

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

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

There are significant penalties for these offences.

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