



BLI BLI
STATE SCHOOL

**BLI BLI STATE SCHOOL'S
STUDENT
CODE OF CONDUCT
2021- 2024**

BE SAFE | BE RESPECTFUL | BE A LEARNER

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education | State Schools Strategy 2020-2024

Purpose

Bli Bli State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Bli Bli State School's Student Code of Conduct sets out how behaviour is managed at our school and is aligned with the Department of Education's Code of School Behaviour and the responsibilities outlined in the procedures of Safe, supportive and disciplined school environment.



At Bli Bli State School, students are inspired to confidently contribute to our dynamic world through strong foundations of the values **commitment, creativity, character** and **community**. Our four school values drive our approach to teaching and learning. We understand that every student is an individual, who is motivated to choose behaviour that meets their needs. As we support all students to realise their best selves, we are driven by a commitment to nurture and learn from them, to seek solution with curiosity not animosity, and to work as a team building positives futures together.

Positive relationships are at the centre of our proactive approach. Building positive relationships helps to create a safe, respectful and disciplined learning environment that supports student learning and engagement. In a safe, respectful and disciplined learning environment, the focus is on the relationship between students and adults, between students and peers and between school staff and parents/carers. These relationships include the degree to which there is open and respectful communication and interaction, and the level of support and trust felt by all stakeholders. The teacher-student relationship is critical and must balance care for the individual with the teacher's role as a leader in the classroom. Students respect and trust teachers who set clear expectations for behaviour, believe that all students can achieve, and who demonstrate fairness and consistency. This does not mean, however, that all students are treated the same. Equity and fairness mean treating students in a way that recognises their individual needs and supports them to achieve similar outcomes to their peers. This may include making reasonable adjustments such as providing additional learning opportunities or reinforcement.

Bli Bli State School's Student Code of Conduct is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.



Contact Information

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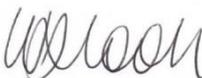
Endorsement

Principal Name:	Kyla Bonney (Acting)
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Principal Signature:	
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Date:	04/02/2021
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P&C President Name:	Wendy Cook
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P&C President Signature:	
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Date:	04/02/2021
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Whole School Approach to Discipline

Bli Bli State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

All areas of Bli Bli State School are teaching and learning 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. We are implementing the research validated '*Positive Behaviour for Learning*' instructional framework to achieve our identified social, behaviour and academic outcomes. This research is reflected in the core elements of the school's learning approach to behaviour through:

1. A whole-school framework for behaviour support and student learning and well-being,
2. School-wide systems in place for teaching, acknowledging and responding to behaviours,
3. Data-based decision making in place to guide implementation,
4. Classroom systems linked to the school-wide system,
5. Effective pedagogy, including differentiation, in place in classrooms.

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Our Behaviour Curriculum for student behaviour is clearly communicated through 'The Buzz Chart' (see Appendix 1).

'The Buzz Chart' assists Bli Bli State School to create and maintain a positive and productive learning and teaching environment, where **all** school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three broad school expectations / expectations to teach and promote our high standards of responsible behaviour.

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in [Code of School Behaviour](#).

Our three expectations are;

Be Safe,



Be Respectful



and Be a Learner.



'The Buzz Chart' - a matrix of behavioural expectations in specific settings - elaborates upon each of our three school expectations. This matrix outlines our Behaviour Curriculum – our agreed-to expectations and positive behaviour definitions of appropriate behaviours in all school settings

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student, where every minute counts
You ensure your children wear full school uniform every day.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that is prohibited according to the Bli Bli State School Student Code of Conduct.	We will temporarily remove the item of property to ensure a safe, supportive and inclusive environment for every student. We will set clear guidelines and communicate these effectively to ensure everyone is aware of the school expectations

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.



You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You notice when others (parents, staff and students) need help and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You stay informed about school news and activities by regularly checking your email, reading the school newsletter and other materials sent home by school staff.	We will use the supplied email and the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Consideration of Individual Circumstances

Staff at Bli Bli State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the teaching of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.



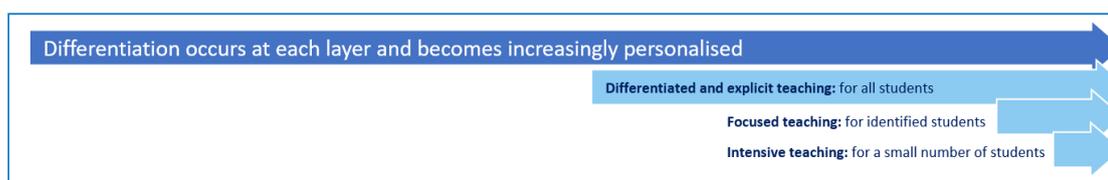
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the sector Deputy Principal or Principal to discuss the matter.

Differentiated and Explicit Teaching

Bli Bli State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Bli Bli State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach of the Positive Behaviour for Learning (PBL) framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix 'The Buzz Chart' (Appendix 1). as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom in the 'PBL Spot' with additional PBL Support Materials (Appendix 2) used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bli Bli State School to provide focused teaching. Focused teaching



is aligned to the PBL Expectations Matrix 'The Buzz Chart' (Appendix 1) , and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support,
- require ongoing focussed teaching,
- require intensive teaching.

Bli Bli State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Socially Speaking,
- Rock and Water,
- Check and Connect,
- Restorative Practices,
- Functional Based Assessment.

For more information about these programs, please contact the school.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and any agreed strategies following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

Bli Bli State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated



expectations, and even with focussed teaching, in-class corrective feedback, sanctions and expectation reminders may continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

The class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat"),
- Non-verbal and visual cues (e.g. posters, hand gestures),
- Whole class practising of routines,
- Ratio of 5 positive to 1 negative commentary or feedback to class,
- Corrective feedback (e.g. "Hand up when you want to ask a question"),
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you"),
- Explicit behavioural instructions (e.g. "Pick up your pencil"),
- Proximity control,
- Tactical ignoring of inappropriate behaviour (not student),
- Revised seating plan and relocation of student/s,
- Individual positive reinforcement for appropriate behaviour,
- Class wide incentives,
- Reminders of incentives or class goals,
- Redirection,
- Low voice and tone for individual instructions,
- Give 30 second 'take-up' time for student/s to process instruction/s,
- Reduce verbal language,
- Break down tasks into smaller chunk,s
- Provide positive choice of task order (e.g. "Which one do you want to start with?"),
- Prompt student to take a break or time away in class,
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?"),
- Provide demonstration of expected behaviour,
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour),
- Private discussion with student about expected behaviour,
- Reprimand for inappropriate behaviour,
- Warning of more serious consequences (e.g. removal from classroom),



- Detention.

Focussed

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment,
- Individual student behaviour support strategies (e.g. Student behaviour plan),
- Targeted skills teaching in small group,
- Token economy,
- Detention,
- Behavioural contract,
- Counselling and guidance support,
- Self-monitoring plan,
- Check in Check Out strategy,
- Teacher coaching and debriefing,
- Referral to Student Support Network for team based problem solving,
- Stakeholder meeting with parents and external agencies.

Intensive

The school leadership team work in consultation with the class teacher and the Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan,
- Complex case management and review,
- Stakeholder meeting with parents and external agencies including regional specialists,
- Temporary removal of student property (e.g. mobile phone),
- Short term suspension (up to 10 school days),
- Long term suspension (up to 20 school days),
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities),
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school),
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently),
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days),
- Long suspension (11 to 20 school days),
- Charge-related suspension,
- Exclusion (period of not more than one year or permanently).

At Bli Bli State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.



Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Bli Bli State School may be invited to attend a re-entry meeting prior to, or on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool the school's database, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school,
- Check in on student wellbeing,
- Discuss any recent changes to school routine or staffing,
- Offer information about supports available (e.g. Guidance Officer),
- Set a date for follow-up,
- Thank student and parent/s for attending,
- Walk with student to classroom.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support



staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Bli Bli State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property,
- Use of mobile phones and other devices by students,
- Preventing and responding to bullying,
- Appropriate use of social media.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The *Temporary Removal of Student Property by School Staff* procedure outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property,
- the circumstances in which the property was removed,
- the safety of the student from whom the property was removed, other students or staff members,
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Bli Bli State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains),
- imitation guns or weapons,
- potentially dangerous items (e.g. blades, rope),
- drugs** (including tobacco),
- alcohol,
- aerosol deodorants or cans (including spray paint),
- explosives (e.g. fireworks, flares, sparklers),
- flammable solids or liquids (e.g. fire starters, mothballs, lighters),
- poisons (e.g. weed killer, insecticides),
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).



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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Bli Bli State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school,
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police,
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency).

Consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Bli Bli State School:

- ensure their children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bli Bli State School Student Code of Conduct,
 - is illegal,
 - puts the safety or wellbeing of others at risk,
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect,
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Bli Bli State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Bli Bli State School Code of Conduct,
 - is illegal,
 - puts the safety or wellbeing of others at risk,
 - does not preserve a caring, safe, supportive or productive learning environment,
 - does not maintain and foster mutual respect.



- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Bli Bli State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

All students must hand mobile phones, and other devices to the school office on arrival. These will be stored securely and made available to students at the end of the school day. IPODS, MP3 players, speakers and the like must not be brought to school. Any child who has a mobile phone in their possession will be instructed to hand it in to the office to be housed safely for the day.

It is **acceptable** for students at Bli Bli State School to use school provided devices for:

- assigned class work and assignments set by teachers,
- developing appropriate literacy, communication and information skills,
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school,
- conducting general research for school activities and projects,
- communicating or collaborating with other students, teachers, parents or experts in relation to school work:
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment.

It is expected that students will:

- be courteous, considerate and respectful of others when using a mobile device,
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning,
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Bli Bli State School to:

- use a mobile phone or other devices in an unlawful manner,
- use a mobile phone without the supervision of an administration member,
- download, distribute or publish offensive messages or pictures,
- use obscene, inflammatory, racist, discriminatory or derogatory language,
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking,
- insult, harass or attack others or use obscene or abusive language,
- deliberately waste printing and internet resources,
- damage computers, printers or network equipment,
- commit plagiarism or violate copyright laws,
- ignore teacher directions for the use of social media, online email and internet chat,



- send chain letters or spam email (junk mail),
- knowingly download viruses or any other programs capable of breaching the department's network security,
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets,
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material,
- use an electronic device (including those with Bluetooth functionality) to cheat during exams or assessments,
- take into or use electronic devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Bli Bli State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities,
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email,
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs,
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices,
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes,
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access,
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed,
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Bli Bli State School strives to create positive, predictable environments for all students at all times of the day. The safe, supportive and disciplined learning environment that we create is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity; and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Bli Bli State School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic setbacks. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.



At Bli Bli State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. There is a difference between someone acting as a bully, and someone who is acting mean. Neither is ok – but when a student at Bli Bli State School informs us that they feel ‘bullied’ we take it seriously, spend time investigating and talking with the students involved, and then work hard to resolve any issues.

Types of bullying behaviour

There are some specific types of bullying behaviour:

- verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters
- violence - including threats of violence
- sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- homophobia and other hostile behaviour towards students relating to gender and sexuality
- discrimination including racial discrimination - treating people differently because of their identity
- cyberbullying - either online or via mobile phone.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Bullying may be related to but is not limited to:

- race, religion or culture,
- disability,
- appearance or health conditions,
- sexual orientation,
- sexist or sexual language,
- children acting as carers, or
- children in care.

Rationale

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



The anti-bullying procedures at Bli Bli State School are an addition to our Positive Behaviour for Learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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

This will ensure that:

- our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying behaviour,
- all students know the 3 school expectations and have been taught the expected behaviours attached to each expectation in all areas of the school,
- all students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms,
- all students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school,
- a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

At Bli Bli State School, a series of anti-bullying lessons are taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults. Lessons are scheduled regularly.

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 Bli Bli State 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'. Students also practise doing the "High Five" (Appendix 3).

Bli Bli State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



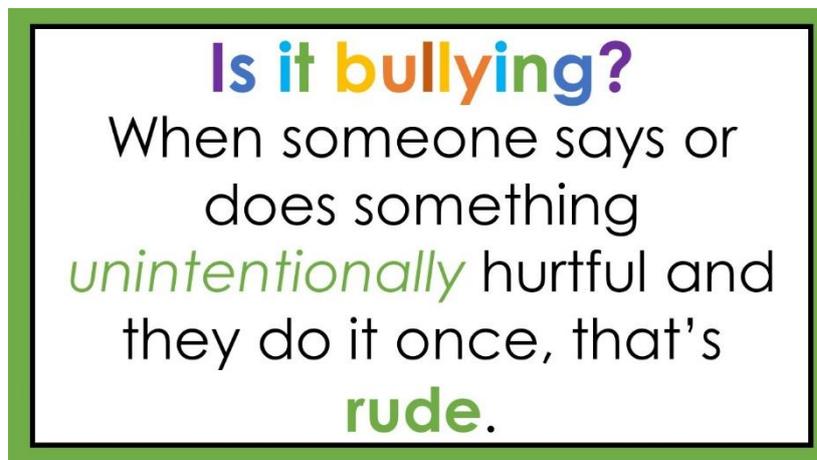
Rude, Mean or Bullying

At Bli Bli State School, we teach our students to correctly classify problem behaviour which in turn helps them to handle it appropriately.

Rude = Inadvertently saying or doing something that hurts someone else.

From children, rudeness might look more like burping in someone's face, jumping ahead in line, or bragging about achieving the highest grade. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

If someone is *rude*? Use the "High Five".



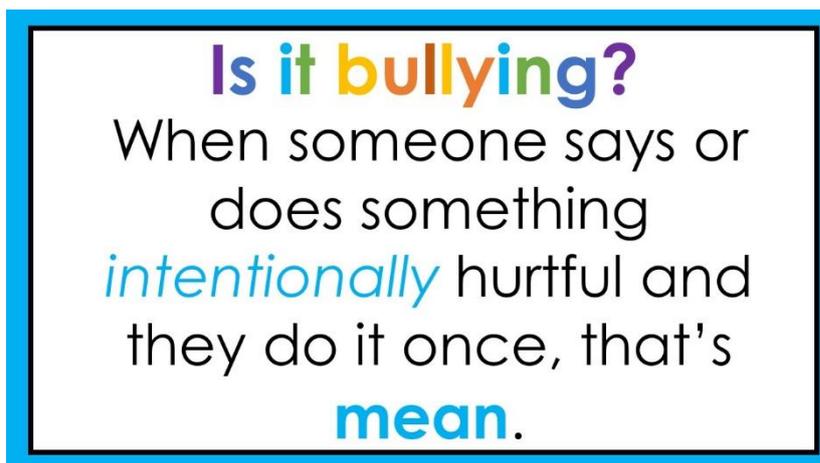
Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between "rude" and "mean" behaviour has to do with intention. While rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Children are mean to each other when they criticise clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger — impulsive cruelty that is often regretted in short order. Very often, mean behaviour in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold children accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.



If someone is **mean**? Use the High Five.



Bullying = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Children who bully say or do something intentionally hurtful to others and they keep doing it— even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression** was once the gold standard of bullying— the “sticks and stones” that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, pushing a child into the port racks and a range of other behaviours that involve physical aggression.
- **Verbal aggression** is what our parents used to advise us to “just ignore.” We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- **Relational aggression** is a form of bullying in which kids use their friendship—or the threat of taking their friendship away—to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- **Cyberbullying** is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the “wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.” Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.



If someone is **bullying**? REPORT.

Is it **bullying**?

When someone says or does something *intentionally* hurtful and they keep doing it – even when you tell them to stop or show them that you're upset – that's **bullying**.

So, why is it so important to make the distinction between rude, mean and bullying?

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and children all know what to pay attention to and when to intervene.

Positive Choices: Do the “High Five”

Students also receive training in how to respond appropriately when other students display problem behaviour, e.g. “Do the High Five”.

When we teach students to “do the High Five”, we are helping students learn positive ways to deal with unwanted situations. We teach students to be proactive, resilient and to take control of an unwanted situation. We teach students to:

- **Ignore** – Try to ignore the behaviour, unless someone might get hurt.
- **Talk friendly** – Use a calm, quiet voice and a smile and tell them to stop what they are doing. Tell the person what they are doing that is annoying you – maybe they don't even know that their silly game is bothering you! Instead of “Stop it, I don't like it”, try “Please stop interfering in our game. It is annoying us and we can't play properly. Thanks.”
- **Walk away** – Go away from the situation. If someone is being mean or rude, don't play with or near them. Find a new spot to play or sit. Remove yourself from the situation.
- **Talk firmly** – Use a louder voice and look at the person when you tell them simply to stop what they are doing. This is like ‘Talk friendly’ and usually comes after you have tried that strategy. You might even give a consequence here – “Stop bothering us or we will go to the teacher on duty.”
- **Report** – You've tried the other strategies and they haven't worked, or someone might get hurt if the behaviour continues, so go directly to the nearest person with power and report the behaviour. At our school this is a staff member or a student leader. Outside school, this might be a parent, trusted adult or even the Queensland Police Service.

The following flowchart explains the actions Bli Bli State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary



depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bli Bli State School- Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Bli Bli State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Bli Bli State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principals or the Principal.



How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

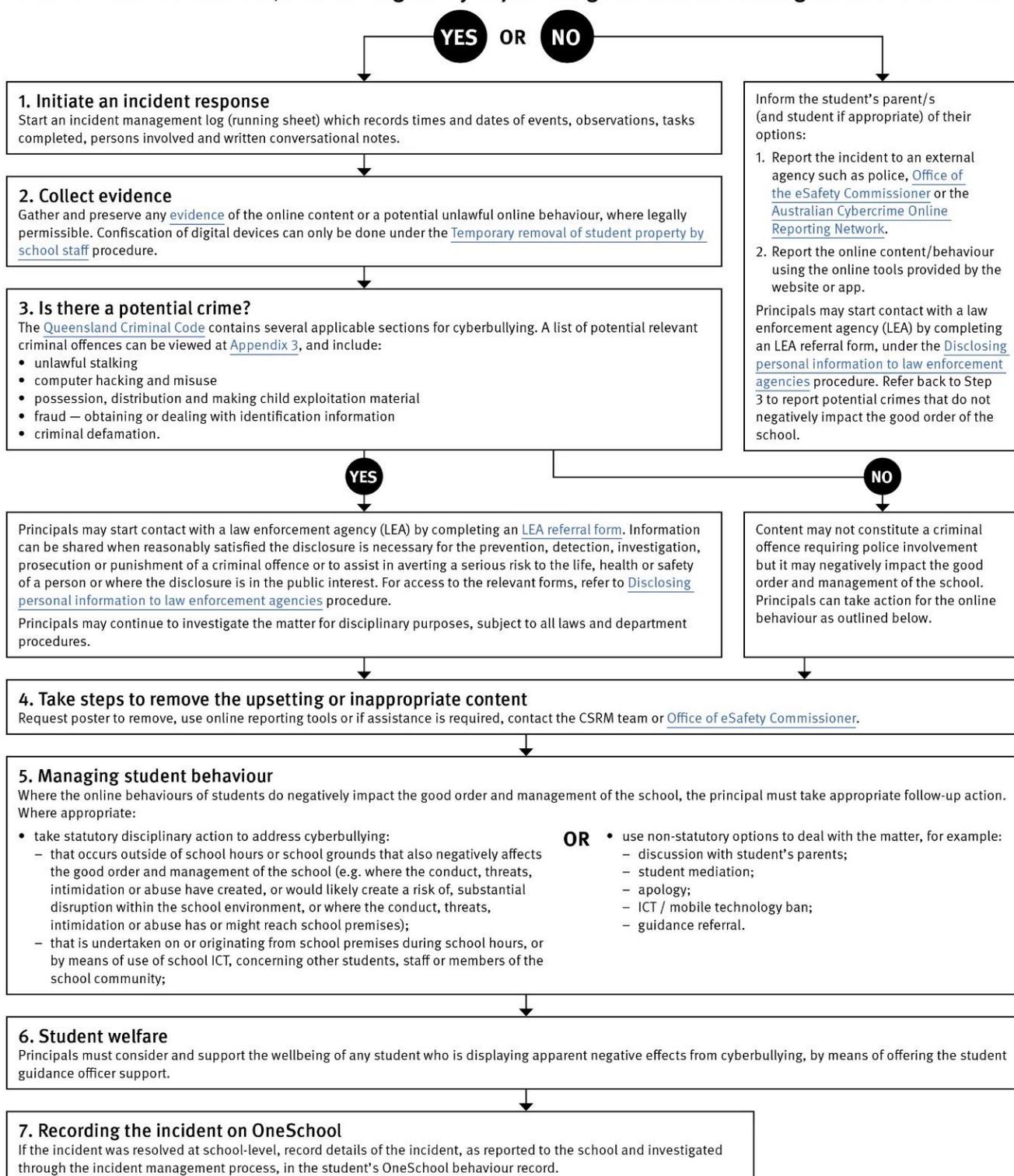
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a cyberbullying and reputation management (Department employees only) resource to assist Principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Bli Bli State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Bli Bli State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used as a consequence for bullying and reflect the seriousness the community places on such behaviour. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service



to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding,
- take a screen capture or print a copy of the concerning online content,
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns,
- block the offending user,
- report the content to the social media provider.

Restrictive Practices

School staff at Bli Bli State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotions and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive Practices Procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely, restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health needs. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices Procedure and are recorded in advance.



Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. These actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. 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.
2. 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.
3. 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.
4. 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.
5. Debrief: At an appropriate time when there is low risk of re-escalation, 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 situation.



Appendix 1 "The Buzz Chart"



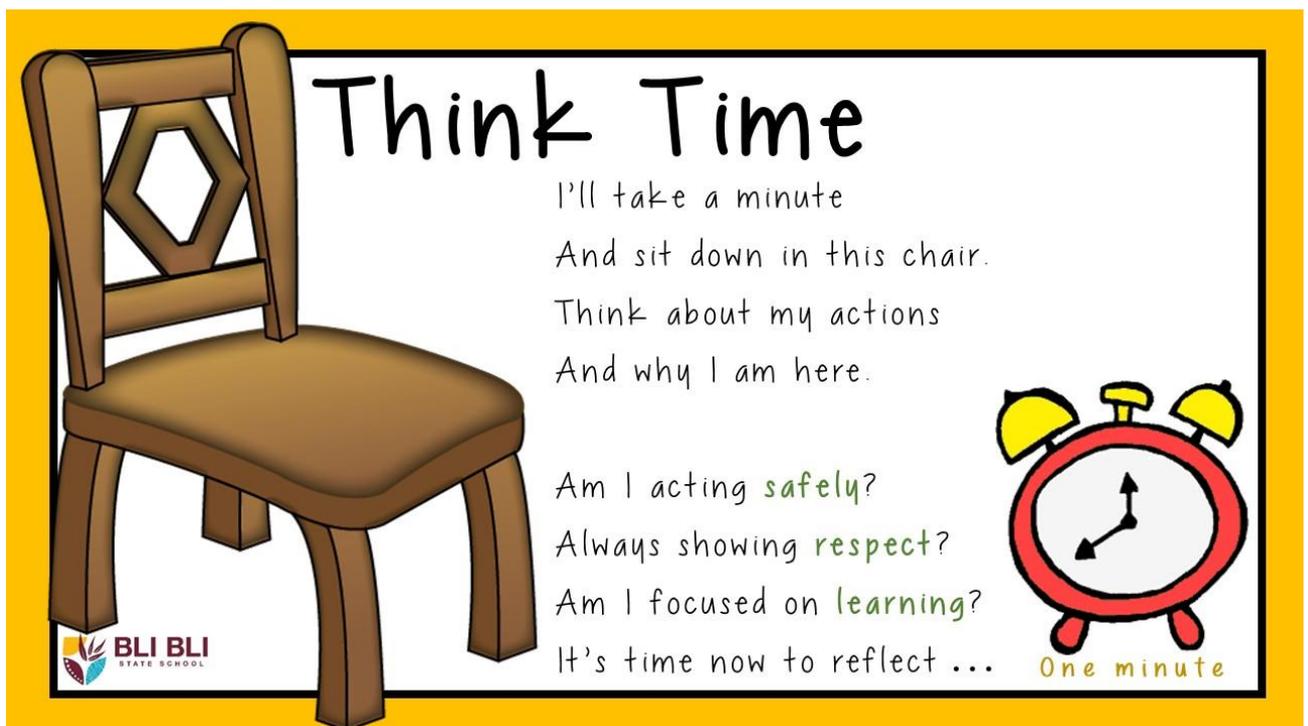
Be a Learner Be Respectful Be Safe

	Be a Learner	Be Respectful	Be Safe
All Areas	<ul style="list-style-type: none"> ✓ I manage and take responsibility for my learning. ✓ I am responsible for my own behaviour and make good choices. ✓ I am aware that my actions impact on others and make my actions positive. ✓ I apologise when my actions impact negatively on others. ✓ I acknowledge I make mistakes and work to fix the problem. ✓ I act in a friendly way. 	<ul style="list-style-type: none"> ✓ I am an active member of the school community. ✓ I act to develop relationships where people feel safe, valued and accepted. ✓ I know my words are powerful and use them wisely. ✓ I speak calmly and use polite language. ✓ I respect others' personal space and property. ✓ I acknowledge that people have the right to make their own decisions. ✓ I use my knowledge of others to respond respectfully. ✓ I acknowledge when I am disappointed and manage my behaviour appropriately. ✓ I listen carefully and follow the instructions of the supervising adult. ✓ I wait my turn. 	<ul style="list-style-type: none"> ✓ I follow school routines. ✓ I stand up for what is right. ✓ I stay in correct areas at all times. ✓ I ask permission before leaving an area. ✓ I use the High Five to keep myself and others safe. ✓ I put litter in bins provided. ✓ I care for equipment and use it appropriately. ✓ I keep my hands, feet and objects to myself. ✓ I walk on the paths around the school. ✓ I wear my full school uniform as per the uniform policy. ✓ I follow teacher instructions.
Classroom	<ul style="list-style-type: none"> ✓ I arrive on time and I am ready to learn. ✓ I have all my school equipment. ✓ I complete set tasks to the best of my ability. ✓ I take an active role in the classroom activities. 	<ul style="list-style-type: none"> ✓ I respect everyone's right to learn. ✓ I respect everyone's right to teach. 	<ul style="list-style-type: none"> ✓ I walk in the classroom. ✓ I keep the classroom and my workspace tidy.
Eating Areas		<ul style="list-style-type: none"> ✓ I am responsible for my own rubbish. 	<ul style="list-style-type: none"> ✓ I sit and eat my own food in a quiet and sensible manner. ✓ I eat in the correct area for my year level. ✓ I am sun safe and wear a hat.
Play Areas		<ul style="list-style-type: none"> ✓ I borrow and return play equipment at the end of play. ✓ I play fairly, take turns, invite others to join in and follow game rules. 	<ul style="list-style-type: none"> ✓ I climb only on the play equipment. ✓ I play school approved games. ✓ I return to the correct area when the bell goes. ✓ I am sun safe and wear a hat.
Transitioning & Lining Up	<ul style="list-style-type: none"> ✓ I transition quickly to start my learning. 	<ul style="list-style-type: none"> ✓ I line up in 2 lines at my year level area. ✓ I enter and exit buildings in an orderly manner. ✓ I move about the school quietly and in an orderly manner. 	<ul style="list-style-type: none"> ✓ I sit and wait quietly for parents/teachers in appropriate areas. ✓ I walk around the school buildings keeping to the left on stairs and paths. ✓ I am sun safe and wear a hat.
Toilets	<ul style="list-style-type: none"> ✓ I use toilets before class and during break times. 	<ul style="list-style-type: none"> ✓ I respect the privacy of others. ✓ I use paper towels, soap and toilet paper appropriately. 	<ul style="list-style-type: none"> ✓ I use the toilet properly. ✓ I return to my area/class promptly. ✓ I visit toilets with a buddy during class time.
Electronic Devices	<ul style="list-style-type: none"> ✓ I hand my phone to the office at the start of the day. ✓ I only use electronic devices as instructed by a supervising adult. 	<ul style="list-style-type: none"> ✓ I send appropriate pictures and messages. ✓ I respect the privacy of others. 	<ul style="list-style-type: none"> ✓ I report bullying and inappropriate messages. ✓ I am cyber safe.
Outside School Grounds	<ul style="list-style-type: none"> ✓ I actively participate in learning opportunities off campus. 	<ul style="list-style-type: none"> ✓ I represent my school in a way that enhances the school's reputation. 	<ul style="list-style-type: none"> ✓ I follow all road safety rules. ✓ I follow codes of behaviour for bus transport.



Appendix 2 “PBL Spot” with additional PBL Support Materials

- The Bli Bli Buzz Chart- Appendix 1
- School Expectations - Set of 3: Be Safe, Be Respectful, Be a Learner.
- High 5 Poster - Appendix 3
- The Buzz about Positive Behaviour - Appendix 4
- The Buzz about Buzz Tickets - Appendix 5
- Traffic Light Set
- Supporting a Positive Learning Culture process – See Appendix 6
- Think Time area - poster see below
- Buzz Tickets
- Reflection Class forms - multiple versions for appropriate developmental age of students



High Five

How to handle a problem

Ignore

Talk Friendly

Walk Away

Talk Firmly

Report

DO THE
HIGH FIVE

Bli Bli
STATE SCHOOL
An Independent Public School



Bli Bli State School's

The Buzz About Positive Behaviour



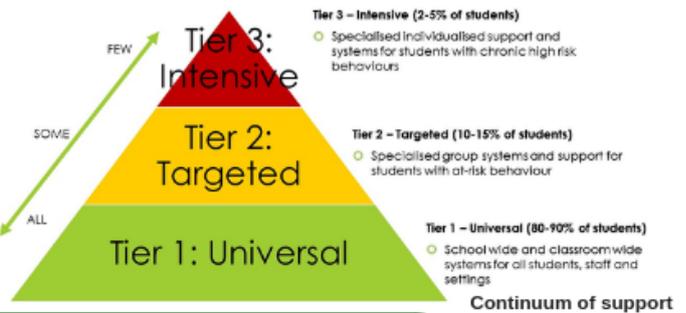
Our whole school approach to supporting positive behaviour to enhance learning

Bli Bli State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Updated 29/11/18

We choose a **functional approach to behaviour support**.

At Bli Bli State School, we believe that behaviour is a form of communication which serves a function. If we understand why a behaviour is occurring, then we can be more likely to provide an intervention that is effective.



Universal Support Systems

Bli Bli Buzz Chart: sets out the behavioural expectations across the school

	Be a Learner	Be Respectful	Be Safe
All Areas	• Follows their responsibilities for learning • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Classroom	• Follows the classroom rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Eating Areas	• Follows the eating area rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Play Areas	• Follows the play area rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Transitioning & Lining Up	• Follows the transitioning & lining up rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Toilets	• Follows the toilet rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Electronic Devices	• Follows the electronic device rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others
Outside School Grounds	• Follows the outside school grounds rules • Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others	• Shows respect for others and their property • Shows respect for the school and its staff • Shows respect for the community and its members • Shows respect for the environment • Shows respect for their own safety and the safety of others

Access BBSS's Responsible Behaviour Plan on our website www.blibliss.eq.edu.au



Buzz Tickets: earned through displays of rules, collected for rewards

Is it bullying?
When someone says or does something *unintentionally* hurtful and they do it once, that's **rude**.

Is it bullying?
When someone says or does something *intentionally* hurtful and they do it once, that's **mean**.

Is it bullying?
When someone says or does something *intentionally* hurtful and they keep doing it – even when you tell them to stop or show them that you're upset – that's **bullying**.

Rude, mean or bullying?
Correctly labelling poor behaviour

Classroom Traffic Lights: helps children track their behaviour across the day



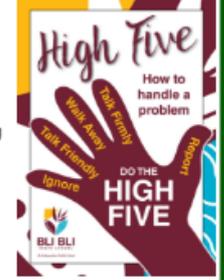
Classroom Profiling: ensuring reflective practice and consistency

Restorative Practices: process to repair relationships damaged by the specific actions of one or more people

RESTORATIVE QUESTIONS

- What happened?
- What were you thinking of the time?
- Who has been affected by your actions?
- How can we fix it up?
- How will you do it differently next time?

The High Five: positive ways to handle a problem



BLI BLI STATE SCHOOL'S RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Our whole school approach to supporting positive behaviour to enhance learning.

Responsible Behaviour Plan for Students: outlines our systems and responses to facilitate positive behaviour



Appendix 5 The Buzz about Buzz Tickets

Bli Bli State School's

The Buzz About Buzz Tickets



Reinforcing expected school behaviour

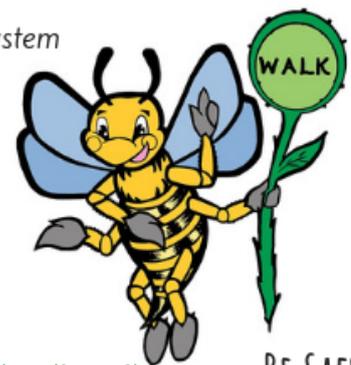
Staff distribute Buzz Tickets each day to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas.

This reinforcement occurs continuously throughout the day.



As per the Responsible Behaviour Plan, Buzz Tickets are:

- 1 part of the positive school-wide process acknowledgement system that is used at Bli Bli State School;
- 2 handed out on a daily basis with an emphasis on the weekly focus and 'Bee rule';
- 3 handed out accompanied with a descriptive encourager (praise describing behaviour) e.g.



BE SAFE

"Great (name), you were **being safe** when you walked on the path."

"Well done (name), using your manners **very respectful**!"

"Look at the **learning** happening here with all the problem-solving talk"

As you are being so explicit, it is not essential that you tick the bee rule on the Buzz ticket, this can be time consuming. You could get the students to do it (ideal) or it could be left blank (not as ideal).



BE RESPECTFUL

4 are connected to

* individual class based rewards – as determined by individual teachers e.g. Dojo

* school-wide rewards for 50 and 100 Buzz Tickets – certificate in class



BE A LEARNER

Access BBSS's **Responsible Behaviour Plan** on our website www.blibliss.eq.edu.au



Appendix 6 Supporting a Positive Learning Culture Process

Traffic Lights	Student behaviours / Indicators	Teacher Responsibilities	OneSchool Entry	Parent Contact
Universal Intervention		<p>Clear Expectations – ESCM 1-4</p> <ul style="list-style-type: none"> Ongoing, explicit teaching, practice and modelling: Language: We are safe, respectful learners as a script should be heard and spoken of everyday by all staff. Weekly Focus taught (20-30min lesson) and referred to daily. Communicated via newsletter, parade, electronic signage. Traffic Lights – every student starts on green every day <p>Acknowledgement – ESCM 4-6</p> <ul style="list-style-type: none"> Focus on ESCM 6 Descriptive Encouraging – praise describing behaviour, explicit feedback to students on their success Buzz tickets – expectation that these are handed out on a daily basis with an emphasis on the weekly focus. Class based rewards – connected to Buzz Tickets, as determined by teacher and in consultation with class. Traffic Lights - stayed on green all day e.g. Stars of the Day. 50 Buzz Tickets – certificate in class. (As earned.) 100 Buzz Tickets – certificate on parade. (As earned.) 'A' behaviour displayed for term - Morning Tea with principal. (Once a term.) 'A' for behaviour on semester report card - Behaviour 'Buzz' cloth badge (Once a semester.) <p>Selective Attending – ESCM 7</p> <p>Safe, off-task behaviour that the teacher does not obviously respond to but monitors. Student behaviour will determine whether teacher acknowledges a return to on-task behaviour or needs to redirect.</p> <p>Redirection / Informal Warning – ESCM 8-9 Least to Most Invasive</p> <p>If student's off task behaviour continues give an informal warning.</p> <p>For example: "Name) if you continue to (where possible refer to SWPBL rule) you peg will have to move."</p> <p>Warning/Time Out – ESCM 9-10</p> <p>Communicate to student:</p> <ul style="list-style-type: none"> First Notification – amber If the student has demonstrated appropriate behaviour for the allocated time move the peg back to green. Second Notification – red You may wish to use time out desk/carpet square. <p>Buddy Class – ESCM 10</p> <ul style="list-style-type: none"> 20 mins in duration Escort required. Student goes with Buddy Class Reflection Form and curriculum work. Student to sit, complete reflection sheet as well as supplied curriculum work, and wait out 20 minute period – not to be used as a helper. Student to be provided with an opportunity to re-join their class at the 10 minute interval by the Buddy Teacher. "Are you ready to re-join your class? Have you completed the reflection form?" Student may be escorted back should this have occurred. Referring teacher initiates return to class via escort and completes re-entry (with questions). <p>Re-entry questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What rule did you break? 3. What needs to be done to fix the situation? 4. Will you be able to do this? 5. If the same or similar thing happens today, what will be the consequence? <ul style="list-style-type: none"> Early years – P – 2 back to green Upper school – Years 3-6 back to amber Yellow slip returned with parent's signature and stored in student file. Follow up parent contact if yellow slip not returned <p>Office referral with escort by Buddy Teacher. Courtesy call to Main Office - 111</p> <p>Office referral with escort.</p> <p>Courtesy call to Main Office - 111</p>	<p><input checked="" type="checkbox"/> Teacher</p> <p>Positive Behaviours: OneSchool Data entry point when student achieves - 50 Buzz tickets, 100 Buzz tickets, a Morning tea invite, 'A' for behaviour on semester report</p>	At teacher discretion
Well done	<p>All students start here at beginning of the allocated time frame.</p> <ul style="list-style-type: none"> Students on task – Acknowledge behaviour. Students off task – Correct, use positive supportive strategies first. 			
Selective Attending				
Redirection / Informal warning				
Warning / Time Out	<p>Warning/Time Out in Classroom</p> <p>At the next instance of inappropriate behaviour/s peg is moved.</p> <p>When student next engages in on-task behaviour give positive encouragement.</p>		<p><input type="checkbox"/> Teacher records 'Minor' - logical consequence to the problem behaviour – e.g. partial removal, individual meeting with the student, apology, restitution</p>	At teacher discretion
Buddy Class	<p>Buddy Class / Time Out of Classroom</p> <p>If inappropriate behaviour/s continues relocate student to Buddy Class.</p> <p>"(Name) you are not being (refer to SWPBL rule) you have chosen by your behaviour to go to buddy class."</p> <p>Student exits and completes Buddy Class Reflection form.</p>		<p><input checked="" type="checkbox"/> Class Teacher ('Major') – Yellow slip</p>	<p><input checked="" type="checkbox"/> Teacher (Parent interview on request)</p> <p>Yellow slip home</p>
Targeted/ Intensive Intervention	<p>Student compliant – enter classroom</p> <p>Student not compliant doing re-entry process OR returns compliant but re-offends in session.</p> <p>Behaviour Monitoring Contract</p> <p>Student's behaviour is persistent and repetitive (e.g. student has been Buddy Class referred 3 times in a week) and/or consistent (pattern over time e.g. student is Buddy Class referred every week over a number of a weeks).</p> <p>Extra-curricular/Curricular activities</p> <p><i>Discriminatory to exclude children from school activities.</i> First point of discussion – Can the student operate safely outside the school environment? Are they a risk to self / others?</p>	<p>2-3 mins in duration</p> <p>Escort required. Student goes with Buddy Class Reflection Form and curriculum work.</p> <p>Student to sit, complete reflection sheet as well as supplied curriculum work, and wait out 20 minute period – not to be used as a helper.</p> <p>Student to be provided with an opportunity to re-join their class at the 10 minute interval by the Buddy Teacher. "Are you ready to re-join your class? Have you completed the reflection form?" Student may be escorted back should this have occurred.</p> <p>Referring teacher initiates return to class via escort and completes re-entry (with questions).</p> <p>Re-entry questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What rule did you break? 3. What needs to be done to fix the situation? 4. Will you be able to do this? 5. If the same or similar thing happens today, what will be the consequence? <ul style="list-style-type: none"> Early years – P – 2 back to green Upper school – Years 3-6 back to amber Yellow slip returned with parent's signature and stored in student file. Follow up parent contact if yellow slip not returned <p>Office referral with escort by Buddy Teacher. Courtesy call to Main Office - 111</p> <p>Office referral with escort.</p> <p>Courtesy call to Main Office - 111</p> <p>Behaviour Monitoring Contract</p> <ul style="list-style-type: none"> 2-3 goals negotiated with student by classroom teacher and admin. G:\Curriculum\2016\04_School Wide Positive Behaviour for Learning\Support Plans Ongoing monitoring by teacher / parent / admin. <p>Extra-curricular/Curricular activities</p> <ul style="list-style-type: none"> Exclusion of student from extra curricular activities, celebration events that are not ceremonial Inclusion of students in curriculum, camps and interschool sport with modifications- e.g. parent may have to attend for student to attend, student may have reduced time at camp. Negotiation with admin, present data to inform decision. 	<p><input checked="" type="checkbox"/> Class Teacher ('Major')</p> <p><input checked="" type="checkbox"/> Class Teacher ('Major')</p>	<p><input checked="" type="checkbox"/> Teacher</p> <p><input checked="" type="checkbox"/> Teacher</p>
Targeted/ Intensive Intervention			<p><input checked="" type="checkbox"/> Teacher ('Major')</p>	<p><input checked="" type="checkbox"/> Teacher (prior to contract set up & once off contract.)</p>
Targeted/ Intensive Intervention			<p><input checked="" type="checkbox"/> Admin ('Support Provisions')</p>	<p><input checked="" type="checkbox"/> Admin</p>

