RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS 2016-2020
1. Purpose
Bowen State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review
Bowen State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during November 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2015 also informed the development process.

The Plan is endorsed by the Principal, the President of the P&C/Chair of the School Council and Regional Executive Director or Executive Director (Schools) in December 2015, and will be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement
All areas of Bowen State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
As a learner I am:
- safe;
- responsible;
- respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They align with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Bowen State High School has implemented a range of processes and programs to create positive school culture and learning environment. Bowen State High School's management plan reflects the differing levels of staff responsibility in terms of behaviour.

Staff
At the start of each school year, staff engage in activities around behaviour management and the expectations as outlined in the RBPS. New staff are inducted to use behaviour management strategies that are outlined in Bowen SHS's RBPS. At least four one-hour sessions are completed by new and beginning teachers. Through the school's Positive Behaviour Support program, staff are given opportunities to present best practices at staff meetings regarding successful behaviour management strategies they have used. Data is tracked through PBS meetings and communicated to all staff via daily emails with two focus behaviours being identified based on current behaviour patterns. These focus behaviours are then communicated to students via weekly whole school parades, form classes and year level parades.
Whole School Proactive and Preventative Programs/ Strategies

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bowen State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of school wide positive behaviour support - a strategy directed towards all students designed to prevent problem behaviour which provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our four school expectations.

**LEARNER**
( Classroom/learning space )

**RESPECTFUL**
- I am accepting of individual differences
- I promptly follow staff and supervising adults’ instructions
- I am co-operative and interact positively with others
- I respect all people and property
- I value the rights of others to learn
- I am mindful of others

**RESPONSIBLE**
- I attend every lesson every day
- I ensure my absences are explained in a timely manner
- I leave the learning space clean and tidy
- I complete all classwork, homework and assessment by the due date
- I arrive on time with equipment and wearing correct uniform ready to learn
- I move and line up calmly and quietly
- I model behaviours which reflect positively on myself and my school
- I ask questions when I do not understand something

**SAFE**
- I am aware of, and follow, safe operating procedures
- I report hazards that may cause harm to myself and others
- I maintain my personal space, and keep my hands and feet to myself
- I am mindful of others
- I wear appropriate safety equipment and uniform

**SMART**
- I am productive, try my best and take pride in my work
- I actively seek feedback to improve and set challenging goals for improvement
- I track my academic results and progress
- I ask questions when I don’t understand something
- I actively participate in classroom activities
- I am a team player and support others
- I am prepared for each lesson
- I follow school wide policies to assist with my educational outcomes
- I strive to meet the success criteria of every lesson

**HABITS OF MIND**

**Persisting**
- Managing Impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about thinking (Metacognition)

**Striving for accuracy**
- Questioning and posing problems
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imagining, and innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humour
- Thinking interdependently
- Remaining open to continuous learning

**STUDENT**
( Walkways, playground, etc )

- I am accepting of individual differences
- I follow staff and supervising adults’ instructions
- I use polite and inoffensive language with all staff, community members and fellow students
- I wear my uniform correctly and with pride
- I am a respectful user of social media
- I care for school property, my property and the property of others
- I treat others and myself with thoughtfulness and kindness
- I follow the school expectations and procedures
- I respect the personal space of others

- I report, not support
- I model behaviours which reflect positively on myself and my school
- I use electronic devices in accordance with my school’s policy
- I follow school expectations and procedures
- I am accountable for my own words and actions
- I remain in my designated area
- I use break times to get drinks or use the toilet
- I am a responsible user of social media, and am accountable for the consequences of its use
- I use school/community facilities for the purpose they were designed
- I wear my uniform with pride
- I put my rubbish in the bin and leave the area clean
- I wait until I am out of school grounds before using my scooter, skateboard or bike, etc.

- I report hazards that may cause harm to myself and others
- I will be safe and wear a hat when participating in outdoor activities
- I follow the road rules whilst travelling to and from school
- I follow instructions/directions when travelling to and from school activities
- I resolve conflict without violence or threatening behaviour
- I meet school attendance goals
- I keep an open mind and a positive attitude
- I participate in and support school mandated school activities
- I take advantage of extracurricular opportunities provided by our school
- I am a problem solver

**Designed By**
Nick Barns
RESPECTFUL
I am accepting of individual differences
I promptly follow staff and supervising adults' instructions
I am co-operative and interact positively with others
I respect all people and property
I value the rights of others to learn
I am mindful of others

RESPONSIBLE
I attend every lesson every day
I ensure my absences are explained in a timely manner
I leave the learning space clean and tidy
I complete all classwork, homework and assessment by the due date and to the best of my ability
I arrive on time with equipment and wearing correct uniform ready to learn
I move and line up calmly and quietly
I model behaviours which reflect positively on myself and my school
I ask questions when I do not understand something

Designed By
Nick Barly

LEARNER
(CLASSROOM/LEARNING SPACE)

HABITS OF MIND
Persisting
Managing impulsivity
Listening with understanding and empathy
Thinking flexibly
Thinking about thinking (Metacognition)
Striving for accuracy
Questioning and posing problems
Applying past knowledge to new situations
Thinking and communicating with clarity and precision
Gathering data through all senses
Creating, imagining, and innovating
Responding with wonderment and awe
Taking responsible risks
Finding humour
Thinking interdependently
Remaining open to continuous learning

SAFE
I am aware of, and follow, safe operating procedures
I use equipment appropriately
I report hazards that may cause harm to myself and others
I maintain my personal space, and keep my hands and feet to myself
I am mindful of others
I wear appropriate safety equipment and uniform

ENGAGED
I am productive, try my best and take pride in my work
I actively seek feedback to improve and set challenging goals for improvement
I track my academic results and progress
I ask questions when I don't understand something
I actively participate in classroom activities
I am a team player and support others
I am prepared for each lesson
I follow school wide policies to assist with my educational outcomes
I strive to meet the success criteria of every lesson
These expectations are communicated to students via a number of strategies, including:

- School wide Positive Behaviour lessons conducted by teachers to all students weekly;
- Statements and explicit discussion of expectations and reviews of the Code of Behaviour and explicit teaching of school rules and consequences during active supervision by staff during classroom and non-classroom activities;
- Reinforcement of focussed learning of behaviour rules and expectations in Weekly Newsletter articles. School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices;
- Comprehensive induction programs in the Bowen State High School, Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Response to illicit drugs, distribution or handling of drugs on schools grounds (Appendix 2)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

To complement our student expectations we have in place the following proactive/preventative behaviour management strategies:

- Student attendance policy (updated 2015);
- Student attendance team – Deputy Principal and Heads of Departments
- Form teacher and Year Level Coordinators monitoring of students attendance;
- Parental contact (via letters and phone calls home) to request explanation of absences and follow Departmental policy on student absenteeism;
- Support services provide ongoing support for students with high levels of absenteeism through case management plans;
- Deputy Principals manage ongoing and possible legal action.

Extended Learning/ Alternative pathways:

- Work experience;
- School based apprenticeships and traineeships;
- Cultural and sporting activities;
- Links with JCU and CQU;

Care philosophy:

- Leadership programs and camps;
- Year level camps and activity days;
- Leadership days based on health and personal development days;
- Links with PCYC;
- School-Based Police Officer;

Achievement:

- Junior and Senior Award Parades;
- Gold Card program;
- Sports Awards night;
- Academic Awards night;
- Positive Behaviour rewards days and events.
Gold Card
At Bowen State High School, we encourage and praise student achievement and aim at rewarding consistently appropriate behaviour in the classroom, playground and while representing the school in the community. A number of our students have consistently demonstrated outstanding qualities such as an ability to manage themselves well and provide positive examples to others. They wear correct uniform and are willing and eager to provide service to the school and community. It is our goal to encourage all students to perform at this level. These students are rewarded by being placed on a Gold Card - the highest level of behavioural achievement. This achievement is recognised on school parade and they are awarded a certificate.

A Gold Card is issued to students as a reward card, containing the student’s name, photograph, and signature and school logo. It would be issued by the school’s Leadership Committee and be valid until the end of each school term when it is reviewed. A Gold Card booklet containing the names of businesses in the local area that provide discounts or special offers is given to all Gold Card students.

**Targeted behaviour support**
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. For students who have challenging behaviours and are at risk of disengaging from school, we provide the following opportunities for support:

**Re-directing low-level and infrequent problem behaviour**
When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then follow school policy on responding to behaviour infringements that align with our school wide expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they can act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Behaviour monitoring sheets** – Students who demonstrate low level to medium level challenging behaviours are placed on a Behaviour Monitoring sheet. These sheets are monitored by the appropriate support person and have rewards attached to positive behaviours and consequences attached to negative behaviours. Behaviour monitoring sheets are completed in consultation with the relevant parent/caregiver.

**Risk management plans** – Student who demonstrate high levels or potentially unsafe behaviour are placed on an Individual Risk Assessment plan, developed in full consultation with parents/caregivers.

**Home visits** – Students with prolonged absences due to an anxiety may be visited at home by the Youth Coordinator, Year Level Coordinator, appropriate Year level Deputy Principal or Principal.

**Counselling** – The Guidance Officer is available by appointment for any student and/or parent. At times, students will be referred to the Guidance Officer for ongoing counselling and support.

**Intensive Behaviour Support**
Bowen State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. This level of support is offered to a small group of students who have highly challenging behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of a Case Management Team including the Guidance Officer, appropriate Year level Deputy Principal and the parents/guardians of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. The plan is shared with the student and modified where necessary.

**Case Management Team:**
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
• makes adjustments as required for the student, and;
• works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Case Management Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team may also include individuals from other agencies already working with the student and their family, a representative from the school’s administration. Regular meetings with the student and the case management team are established and monitoring continues until improvement is made.

5. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical intervention:

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff members;
• posing an immediate threat or danger to him/herself or others;
• causing or at risk of causing serious property damage.

Bowen State High School provides staff with opportunities to train in physical intervention strategies throughout the year and encouraged to always use this as a last resort of behaviour management. All staff are to follow risk management plans for individual students and refer to school based and departmental policies in managing incidents that require physical intervention.

Record keeping

Each instance involving the use of physical intervention or restraint must be formally
documented. The following records must be maintained:

- OneSchool Incident Report and referral to the Principal and Deputy Principal;
- Health and Safety incident record via MyHR on OnePortal;
- Debriefing Report (for student and staff).

6. Restrictive Practices
At Bowen SHS the use of time out and restrictive practices should be used as part of a whole school supportive process in managing inappropriate student behaviours. BSHS staff, are trained in the Essential Skills of Classroom Management, this provides a tool box of teaching strategies with positive means to change student behaviour before a teacher responds with processes including time out or restrictive practices. The use of time out and restrictive practices is limited and use of it must be adhered to in line with the following guidelines:

- Time out can be defined as:
  - Withdrawal from class to a withdrawal area including "buddy class";
  - Detention (during and after school);
  - Alternate lunchtime activities.

- Withdrawal from class to a withdrawal area includes the use of "Buddy class" for inappropriate student behaviours (see tables below) that interfere with the teaching and learning of a classroom. The processes for sending a student to buddy class is that it is in response to inappropriate student behaviours that are repetitive and disrupting other students in a class. Such a consequence must be for no more than a 10 minute duration and that purposeful work to be sent with the student.

- In school detentions may be given for no more than a period of 20 minutes for each day a student has engaged in an inappropriate behaviour. Detention may be for any period less than 20 minutes as deemed appropriate by the teacher or administrator.

- After school detentions MUST include parental permission prior to any student staying behind after the school bell. Detentions are to be used in conjunction with other positive and supportive teaching strategies.

- Alternate lunchtime activities must ensure a student is not withdrawn from accessing regular curricula activities as offered to all students. Any prolonged alternate lunchtime activity must be part of a DIP, flexible arrangement or have principal approval.

- No withdrawal is to include students sitting outside a classroom as this is not considered by Bowen SHS to be under direct supervision.
### Definition of Consequences

<table>
<thead>
<tr>
<th>Time Out</th>
<th>A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During the time out, student is to be directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. After school detentions MUST have parental permission prior to any student staying behind in school.</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Bowen State High School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff. Removed items will be kept in the Administration Block. First time confiscation the student can pick up their item at the end of the school day and sign an acknowledgement from that next confiscation their parent will have to pick up the item.</td>
</tr>
<tr>
<td>Discipline Improvement Plan</td>
<td>Is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.</td>
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</table>

### School Disciplinary Absences (SDA)

| Suspension | A principal may suspend a student from school under the following grounds:  
- Disobedience;  
- Misbehaviour;  
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
- The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. |
|---|---|
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- Persistent disobedience;  
- Misbehaviour;  
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
- Conduct that adversely affects, or is likely to affect, the good order and management of the school;  
- The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.  
- The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school. |
| Cancellation of Enrolment | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

New and beginning staff are inducted into the use of ESCM’s. As part of Bowen SHS’s induction process for new and beginning teachers, ESCM’s are communicated by the school’s Advanced Classroom Profile trainer. These sessions are hourly and are conducted weekly in Term 1.
Continuing staff are refreshed on the use of ESCM's in staff meetings in Term 1. All staff have the opportunity to complete professional development via classroom profiling training.

### 7. Consequences for unacceptable behaviour

Bowen State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All behaviours incidents (minor and major) are recorded in OneSchool (Education Queensland reporting database).

#### Examples of Low Levels and Unacceptable Behaviour and Possible Responses

<table>
<thead>
<tr>
<th>Inappropriate behaviours</th>
<th>Possible responses</th>
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<tbody>
<tr>
<td>This list is not exhaustive</td>
<td>This list is not exhaustive and one or more responses may be applied depending on any given situation:</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td></td>
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<tr>
<td>• Persistent talking in class</td>
<td>• Detention within a classroom</td>
</tr>
<tr>
<td>• Persistent low level disruptions to class</td>
<td>• Classroom behaviour contract</td>
</tr>
<tr>
<td>• Failure to follow teacher directions in or out of classroom settings</td>
<td>• Teacher/ monitoring cards</td>
</tr>
<tr>
<td>• Moving around teaching area without permission</td>
<td>• Removal from a room to another teachers supervision (Buddy Class)</td>
</tr>
<tr>
<td>• Lateness to class</td>
<td>• Detention in student's own time</td>
</tr>
<tr>
<td>• Not wearing correct uniform</td>
<td>• Time out – classroom or playground</td>
</tr>
<tr>
<td>• Failing to complete homework</td>
<td>• Parent/care givers notified</td>
</tr>
<tr>
<td>• Littering</td>
<td>• Verbal/ written apologies</td>
</tr>
<tr>
<td>• Not bringing materials to class</td>
<td>• Involvement of support personnel</td>
</tr>
<tr>
<td>• Swearing (not directly at a teacher)</td>
<td>• Building/ grounds improvement</td>
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<tr>
<td>• Failing to attend detention</td>
<td>• Withdrawal from class activity</td>
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<td></td>
<td>• Loss of privileges e.g. lunch hour, lunch passes</td>
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#### Examples of Medium Levels of Unacceptable Behaviour and Possible Responses

<table>
<thead>
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<th>Inappropriate behaviours</th>
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<tr>
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</tr>
<tr>
<td><strong>Medium</strong></td>
<td></td>
</tr>
<tr>
<td>• Persistent repeating of any low level behaviours</td>
<td>• Parents/ caregivers notified</td>
</tr>
<tr>
<td>• Fighting</td>
<td>• Property confiscation</td>
</tr>
<tr>
<td>• Use of non-banned objects as weapons</td>
<td>• HoD interview</td>
</tr>
<tr>
<td>• Harassment/ bullying (appendix 3)</td>
<td>• Behaviour monitoring card</td>
</tr>
<tr>
<td>• Dacking</td>
<td>• Detention – during or after school</td>
</tr>
<tr>
<td>• Out of bounds or off school premises without permission</td>
<td>• Loss of lunch privileges</td>
</tr>
<tr>
<td>• Direct disobedience of a teacher instruction in class or playground</td>
<td>• Alternative program (class or lunch times)</td>
</tr>
<tr>
<td>• Misuse of internet or electronic devices</td>
<td>• Case management</td>
</tr>
<tr>
<td>• Vandalism including graffiti</td>
<td>• Counselling (internal/ external agency)</td>
</tr>
<tr>
<td>• Continual obscene language (not directed at teacher)</td>
<td>• Behaviour monitoring program</td>
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<tr>
<td></td>
<td>• Individual Behaviour Plan</td>
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<td></td>
<td>• Restitution</td>
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<td></td>
<td>• Verbal/ written apology</td>
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</table>
### Examples of High Levels of Unacceptable Behaviour and Possible Responses

<table>
<thead>
<tr>
<th>Inappropriate behaviours</th>
<th>Possible responses</th>
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</thead>
<tbody>
<tr>
<td><strong>This list is not exhaustive</strong></td>
<td><strong>This list is not exhaustive and 1 or more responses may be applied depending on any given situation:</strong></td>
</tr>
<tr>
<td><strong>High (illegal actions)</strong></td>
<td><strong>- Parents/ caregivers notified</strong></td>
</tr>
<tr>
<td>• Theft</td>
<td><strong>- Property confiscation</strong></td>
</tr>
<tr>
<td>• Physical assault of staff/students</td>
<td><strong>- Administration interview</strong></td>
</tr>
<tr>
<td>• Abusive language directed toward staff member</td>
<td><strong>- Alternative program</strong></td>
</tr>
<tr>
<td>• Sexual harassment</td>
<td><strong>- Behaviour monitoring program</strong></td>
</tr>
<tr>
<td>• Selling/possessing/ using illegal drugs (appendix 2)</td>
<td><strong>- Police notified where appropriate</strong></td>
</tr>
<tr>
<td>• Consumption/ selling/ possession of alcohol</td>
<td><strong>- Behaviour monitoring program</strong></td>
</tr>
<tr>
<td>• Smoking/ selling/ possession of cigarettes</td>
<td><strong>- Behaviour Improvement Condition</strong></td>
</tr>
<tr>
<td>• Vandalism</td>
<td><strong>- Restitution</strong></td>
</tr>
<tr>
<td>• Dangerous, careless and/or threatening actions at school or while travelling to or from school.</td>
<td><strong>- Verbal/ written apology</strong></td>
</tr>
<tr>
<td><strong>High (Disobedience, misconduct and/or conduct prejudicial to the good order and management of the school)</strong></td>
<td><strong>- Cancellation of enrolment</strong></td>
</tr>
<tr>
<td>• Conduct prejudicial to the good order and management of the school (NB. This includes incidents that occur outside of school grounds, school times and/or via school internet/multimedia that negatively affect the good order, management and reputation of the school in a significant manner).</td>
<td><strong>- Suspension</strong></td>
</tr>
<tr>
<td>• Persistent disobedience and refusal to allow others to receive quality learning</td>
<td><strong>- Exclusion</strong></td>
</tr>
<tr>
<td>• Racist language or behaviour</td>
<td><strong>- If the incident constitutes a serious criminal offence on school grounds, in an emergency, the Principal or delegate contacts Police immediately by telephone and follows up using SP-4:</strong></td>
</tr>
<tr>
<td>• Harassment/ bullying</td>
<td>Report of suspected harm or risk of Harm form.</td>
</tr>
<tr>
<td>• Possession of banned items and/or weapons</td>
<td><strong>- Inappropriate intimacy – refer to hands off policy</strong></td>
</tr>
<tr>
<td>• Continual refusal to comply with the school Behaviour Management Policy.</td>
<td><strong>- Persistent truancy</strong></td>
</tr>
<tr>
<td>• Inappropriate intimacy – refer to hands off policy</td>
<td><strong>- Cheating/ plagiarism</strong></td>
</tr>
<tr>
<td>• Persistent truancy</td>
<td><strong>- Failure to comply with requirements of the area of study undertaken</strong></td>
</tr>
<tr>
<td>• Cheating/ plagiarism</td>
<td><strong>- Bringing the school staff or other students into disrepute through internet social networking sites, YouTube, MSN or texting inappropriate words/images/sounds.</strong></td>
</tr>
</tbody>
</table>

### Note

1. Principal will make determination on what they contest has reasonably occurred based on the balance of probabilities from the evidence gathered.
2. Principals have the right to exclude a student on the following grounds:
   a. Disobedience; and/or
   b. Misconduct; and/or
   c. Other conduct prejudicial to the good order and management of the school.
   d. For behaviour that is so serious a suspension is inadequate to deal with the behaviour;
   e. Student’s contravention of a Behaviour Improvement Condition (BIC).
8. Network of student support

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

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

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

9. Consideration of individual circumstances

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

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

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

10. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 2011
• Workplace Health and Safety Regulation 2011
• Right to Information Act 2009
• Information Privacy (IP) Act 2009
• Weapons Act 1990
• Education (Strengthening Discipline in State Schools) Amendment Bill 2013
• Code of School Behaviour
• Statement of Expectations for a Disciplined School Environment
• Accidents
• Incidents and Incident Investigations
• Code of conduct for the Queensland Public Service
• Department of Education
• Training and Employment Standard of practice
• Health, Safety and Wellbeing Policy Statement
• Managing risks in School Curriculum Activities
• Work Experience Placements for School Students
• Working with Children Check – Blue Cards.

11. Related policies
Safe Supportive and Disciplined School Environment
Inclusive Education
Enrolment in State Primary, Secondary and Special Schools
Student Dress Code
Student Protection
http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
Hostile People on School Premises, Wilful Disturbance and Trespass
Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
Acceptable Use of Department’s Information Communication and Technology (ICT) Network and Systems
Managing Electronic Identities and Identity Management
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
Temporary Removal of Student Property by School Staff
Bowen State High School One to One Laptop Behaviour Support Plan
Endorsement

Principal

P&C President or

Effective Date: 1 January 2016 – 31 December 2020

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students are advised not to bring ANY electronic equipment devices like mobile phones, cameras, digital video cameras or MP3 players to school unless directed by the Principal as there is a risk of damage or theft. If students wish to ignore this advice and they use electronic equipment inappropriately, there may be consequences for these choices as described in this policy.

➢ All personal listening devices are NOT permitted to be used during educational instruction/ supervised activities.
➢ If students and parents ignore the advice of the school and bring mobile phones to school they must be stored in the school office the entire time the student is in the school each day.
➢ It is prohibited for students to make auditory recordings, photograph, take pictures or video individuals on school premises/school activities, unless directed by a staff member to do so, and must be directly related to school-sanctioned activities. This includes all forms of electronic, digital and analogue methods.
➢ Students are not permitted to use electronic equipment to harass or bully students or teachers. This includes emailing, text or picture messaging or any other electronic form of transmitting communication.

Breaches of this prohibition may result in the following discipline:

Confiscation
Permited personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day on the first offence unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Additionally, on second and subsequent occurrences the equipment will only be returned to a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.
We uphold the value of trust and the right to privacy at Bowen State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony, and consequence may apply. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

Students are not permitted to make public comment nor upload any images onto the internet which relates to Bowen State High School's community members. This includes, but is not limited to; students, staff (both past and present) nor any other member of the school community. These comments include defaming, derogatory, inflaming and vexation claims about/toward members of the school's community. Any allegation against staff or students needs to be conveyed to the school

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Principal or their delegate. School disciplinary action will be taken against individuals who post this information to the internet even if the allegations are substantiated. Consequences for breaches of this policy may result in exclusion from Bowen State High School.

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPads® and devices of a similar nature.

Appendix 2

1. Rationale
Bowen State High School provides ongoing care and support for all members of the school community through its Responsible Behaviour Plan for Students, its teaching and learning programs and the development of quality relationships across both school and community. The school's drug policy is underpinned by the school's Responsible Behaviour Plan for Students.

The Policy is based on the belief that drugs are a community issue and responsibility and Bowen State High school has strong support from community groups such as PCYC, Queensland Police, Queensland Health and Girudala in supporting our students to manage and make informed decisions about drugs in our community. Strategies within schools can only be effective when schools work together with students, families, the community and government agencies.

The use of alcohol, tobacco and other drugs involves complex issues, and often result from a combination of factors. The response of Bowen SHS is therefore comprehensive. This policy and subsequent procedures have been developed in consultation with staff and have been endorsed by each school.

This policy aims to:
1. Promote and maintain a health promoting school environment in which the welfare of all school community members is paramount.
2. Identify the role of the Bowen Cluster school community in the prevention of drug related problems.
3. Document the school community's agreed position on, and accepted procedures for dealing with drug-related incidents and problems.

Bowen State High School has in place structures and processes for dealing with drug-related issues that are consistent with the principles of harm minimisation and the Education Queensland Wellbeing Policy Guidelines and Procedures.

Our Purpose
Prepared for all things

Our Values
We value respect, honesty and integrity, professional growth, sense of belonging, innovation and creativity, engagement in learning. The drivers for this are successful and connected students, passionate and highly skilled staff and an innovative and dynamic curriculum.

We believe:
- All students have the right to learn
- All teachers have the right to teach
- Everyone has the right to a safe environment
- Everyone has the right to be treated fairly, with respect and in a courteous manner
- Everyone is responsible for their own behaviour, and accepts the consequences of this behaviour
2. Intervention

It is a reality that drug-related incidents may occur on school premises or involve members of the school community, and require a response from the school. A school with a comprehensive drug policy that addresses both intervention and prevention will be well placed to respond to such incidents in a planned and co-ordinated manner. BSHS intervention procedures are designed to address alcohol, tobacco and other drug related problems to ensure the health and well-being of all parties concerned are represented. All intervention procedures conform to legal requirements.

Bowen SHS does not permit students while on school premises, representing the school, at any school function, excursion or camp to:
- Smoke and/or possess tobacco products;
- Consume and/or possess alcohol;
- Deliberately inhale volatile substances (solvents);
- Possess and/or use pharmaceutical drugs for non-medical purposes;
- Possess and/or use illegal drugs in accordance with the Misuse of Drugs Act.
- Possess, illegal implements

3. Responding to incidents of drug use

The procedures outlined below have been developed with the health and welfare of students in mind. They should be followed where possible and any variations should be discussed with the Principal and student services personnel.

Some suggested actions include

- **Smoking**: Schools views tobacco smoking as a serious offence for a range of reasons. Many adult smokers begin smoking regularly during adolescence. There is a range of serious health related problems associated with smoking. Students who sell or supply tobacco products to other students are committing an offence. If students are found smoking at school parents/caregivers will be notified by the Deputy Principal/Incident Manager and a letter sent home. Students will be offered counselling and will face disciplinary action in accordance with the school community’s Managing Student Behaviour or Pastoral Care Programs.

- **Alcohol and solvents**: possession and/or consumption of alcohol or deliberate inhalation of solvents will require the Principal/Deputy Principal/Incident Manager to contact parent/caregivers and send a letter home. Students will be offered counselling and will face disciplinary action in accordance with the school community’s Managing Student Behaviour or Pastoral Care Programs.

- **Illicit drugs**: if possession or use of an illicit drug is suspected, the Principal/Deputy Principal/Incident Manager will contact the police and at the same time a member(s) of the family will be contacted to be present.

If possession, use, sale or supply of a prohibited drug such (as defined in the school drug policy) is confirmed, the parent/caregiver will be informed immediately. The Principal will determine if the police will be called. In the absence of a student’s parent or caregiver, the student support person or a teacher nominated by the student will always be present at any police interview that takes place on school premises. The student will be offered counselling and will face disciplinary action in accordance with the school community’s Managing Students Behaviour and/or Pastoral Care programs. If an illicit drug in confiscated, the Principal will call the police to arrange disposal of the drug.

4. Roles and Responsibilities

**School Staff are responsible for:**
- developing a supportive environment that maximises the factors known to be protective for students in reducing risk-taking behaviours
- being aware of and acting upon their legal obligations when necessary, including mandatory reporting obligations
- ensuring that curriculum content for which they are responsible, is consistent with Departmental guidelines on the education of students in relation to drug education
- contributing to the provision of a safe and supportive environment in the school
- ensuring that they comply with Education Queensland Wellbeing Policy Guidelines and Procedures on drug education and intervention measures
following duty of care to advise Administration staff and Police of any illegal or criminal activity that has occurred, is occurring or is suspected on school premises or while students are representing the school.

**Parents/carers are responsible for:**
- contributing to the development of, and supporting the school’s policies and procedures in relation to drug use and the reporting of knowledge in relation to drugs at school
- ensuring that they do not possess or take, and are not under the influence of, any illicit or unsanctioned drug while in the school or attending a school function
- ensuring, insofar as they are able, that no illicit or unsanctioned drugs or drugs paraphernalia are taken onto school premises or to school functions/activities, and that no illicit or unsanctioned drugs are used or distributed on those premises or at those functions/activities.
- supporting the school in educational programs in relation to drugs and drug related topics

**Students are responsible for:**
- contributing to the development of, becoming familiar with, and respecting the school's policies and procedures in relation to drug use
- ensuring that no illicit or unsanctioned drugs or drugs paraphernalia are brought onto school premises or to school functions/activities, and that no illicit or unsanctioned drugs are used or distributed on those premises or at those functions/activities
- ensuring that they comply with DET policy on alcohol and other drug usage while at school or representing the school in anyway.
- reporting any unsafe behaviour to an appropriate adult

**Management of tobacco**
The law states that a child (under 18 years) must not smoke or use any tobacco product (*Public Health Act 1997*).
The Department of Education has a Smoke free Workplace Policy (updated February 2001) which accords with its occupational health and safety obligation to provide a healthy and safe work environment for all.

**Management of alcohol**
**Students**, regardless of age, are not permitted on school premises under the influence of alcohol, or to possess or drink alcohol at school or at school-related activities including excursions, camps, socials or end-of-year dinners.
Drug-Related Action Plan

When an unsanctioned substance is found on the school grounds, in classrooms and amenities or with a student or a student is found apparently affected by drug use, or there is evidence of possession of drugs or drug paraphernalia, the following steps are to be followed as appropriate.

Attend to the immediate health and safety needs of the student/s or situation – contact school’s First Aid Officer.

Send for assistance:
School’s First Aid Officer, the Principal or Deputy Principal
Do not leave student or location unattended
Do not touch or remove the unsanctioned or illicit substance
Notify administration immediately and request the support of the Principal or Deputy Principal

Provide first aid if required until responder arrives.

If there is no apparent health and safety risk involved, escort student/s to the Principal or Deputy Principal.
Notify School Based Police Officer and request support if required.
Do not search student property (eg. a student’s school bag) unless student consent or consent of parent has been given.

From this point responsibility for action lies with the Principal or his/her delegate.

Record all details of the incident on OneSchool, including actions taken, and seek witnesses to the incident.

If the substance is an illicit drug, the Principal or delegate will secure drug and contact the police as per the Memorandum of Understanding between Queensland Police and the Department of Education and Training.

Contact parents/carers of student/s and inform them of the circumstances.
If the substance is an unsanctioned drug (alcohol, cigarettes and prescription drugs), offer them the option of removing the substance from the school, if deemed appropriate.

Implement support, counselling and disciplinary procedures as per the Department of Education and Training Guidelines and the School’s Responsible Behaviour Plan.

Inform school staff, students, families, Student Support Services on a need-to-know basis, as necessary, having regard to issues of confidentiality.
Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Purpose
1. Bowen State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Bowen State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Bowen State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Bowen State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

7. The anti-bullying procedures at Bowen State High School are an addition to our already research-validated school wide positive behaviour support 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
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide 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 subset of bullying behaviour.

• All students know the three school rules and have been taught the expected behaviours attached to each rule 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.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. 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 Bowen State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Bowen State High School 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.
Sensible and trustworthy friend who will not control or inflame the situation, but instead will provide support and even advice.

1. TELL SOMEONE

Or Teachers will support and act only with your consent.

Or Care Group Coordinator will support and act only with your consent.

Or Guidance Officer Will support you and listen to your concerns.

Or Family Members who will give you support and advice

2. REACTIONS/ ACTIONS

- You can choose to ignore a single or minor case of teasing.

- You choose to calmly and clearly tell the bully how you feel, tell them about how their actions are affecting you. It is better to do this in a 'non-public' manner where others will not try to take control of the situation from you.

- You choose to use a friendship network to your advantage to 'weather' the bullying if you choose to ignore it. Secretly keep a diary, which contains factual and dated information about each of the bullying incidents, and do not allow yourself to be provoked into retaliation.

- You choose to make a formal request to an adult for intervention if you do not want to deal with it yourself. The adult (e.g. teacher) could talk to the perpetrator alone or even conduct a mediation session between the bully and the victim.

3. OUTCOMES

- A relationship that involves no provocation or conflict of any type between the two students.

- Follow up checks are made.
# STUDENTS' RESPONSIBILITIES AND RIGHTS

## BE A TEAM PLAYER

Students earn their rights through accepting their responsibilities.

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th>RIGHT TO</th>
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<tbody>
<tr>
<td><strong>ARRIVE AT CLASS PREPARED TO LEARN:</strong></td>
<td><strong>LEARN</strong></td>
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<tr>
<td>➢ Wait outside rooms in an orderly manner;</td>
<td><strong>AND</strong></td>
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<tr>
<td>➢ Be there on time;</td>
<td><strong>DEVELOP</strong></td>
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<td>➢ Wear uniform with pride;</td>
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<tr>
<td>➢ Always use correct manners;</td>
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<td>➢ Homework, assignments submitted on time;</td>
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<td>➢ Bring correct equipment;</td>
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<td>➢ Carry out instructions quickly and quietly;</td>
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<td>➢ Assist learning, do not hinder by interrupting classes.</td>
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<td><strong>RESPECT ALL PEOPLE AND PROPERTY</strong></td>
<td><strong>BE</strong></td>
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<tr>
<td>➢ Use appropriate language at all times;</td>
<td><strong>RESPECTED</strong></td>
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<tr>
<td>➢ Help the school to be vandalism free;</td>
<td><strong>AND</strong></td>
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<tr>
<td>➢ Respect each other;</td>
<td><strong>SAFE</strong></td>
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<tr>
<td>➢ Respect classroom procedure;</td>
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<tr>
<td>➢ Litter belongs in the bin;</td>
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<td>➢ Harassment of any kind is unacceptable;</td>
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<tr>
<td>➢ Smoking or use of illegal substances is not allowed;</td>
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<tr>
<td>➢ Don't bring prohibited items; gum, liquid whiteout, aerosol sprays, permanent markers, lasers, water balloons, lighters/matches, illegal, dangerous or immoral items, tobacco, prescription/other medication unless stored at school office, except Asthma medication.</td>
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<tr>
<td><strong>FOLLOW ALL SAFETY RULES AND INSTRUCTIONS</strong></td>
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<tr>
<td>➢ Use common sense;</td>
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<tr>
<td>➢ Bullying, No Way!</td>
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<tr>
<td>➢ Be in appropriate uniform;</td>
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<td>➢ Physical assault is never needed;</td>
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<tr>
<td>➢ Verbal assault is never needed;</td>
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<tr>
<td>➢ Protect yourself and avoid dangerous behaviours;</td>
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<tr>
<td>➢ Hygiene is critical so never spit;</td>
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<tr>
<td>➢ Report strangers;</td>
<td></td>
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<tr>
<td>➢ Know “out of bounds” areas.</td>
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</table>