



Brisbane School of Distance Education

Responsible Behaviour Plan for all students (including school-based students)



1. Purpose



The Brisbane School of Distance Education 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 to acquire values supportive of their lifelong wellbeing.



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



To achieve our commitment to better behaviour and better learning, The Brisbane School of Distance Education understands its whole school responsibilities for the development of children with shared values, standards and relationships aligned to the School Code of Behaviour. Safety, Respect and Consistency are basic to the fundamental goal of excellence in teaching and high quality learning.

This Responsible Behaviour Plan for Students is underpinned by the Department of Education and Training's *The Code of School Behaviour – Better Behaviour Better Learning* and the values of the BrisbaneSDE school community. It 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.

The Brisbane School of Distance Education's Annual Implementation Plan is based on each student succeeding through....

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Our Vision

To be the school of the future.

Our Mission

To provide highly engaging learning opportunities for each student with a focus on **Innovation, Inspiration and Inclusion.**

Our Values

Working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student's learning and wellbeing.

Our Priorities

Successful Learners:

Each student engaged in purposeful learning.

Effective Partnerships:

Engaging families and global networks.

Quality Teaching:

Delivering inspiring teaching through an engaging online environment.

Innovative Curriculum:

Embedding 21st Century Learning.

Leadership and Capability:

Professional commitment to ongoing learning and collaboration.

Effective and Efficient Operations:

Strategic responses to maximising resources



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2. Consultation and data review

In Term 4 2017, consultation on the proposed 2018-2021 Responsible Behaviour Plan was sought from students, parents/carers, community members, the executive team, senior leadership team, teachers, teacher aides and administrative staff.

After the consultation phase, the Plan was endorsed by the Executive Principal on January 15, 2018.

3. Learning and behaviour statement

The Responsible Behaviour Plan is founded on research and includes a number of different behavioural theories. At BrisbaneSDE, we believe that wellbeing impacts on the academic performance of students. Research supports the notion that improving the wellbeing of students improves the chances of succeeding in school and becoming happy, healthy and contributing members of their community and society.

In partnership with the Resilience Youth Australia, BrisbaneSDE commenced implementation of a whole school Student Wellbeing program at the beginning of 2017. The Student Wellbeing Program is based on the Developmental Assets, which are “40 research based, positive experiences and qualities that influence young people’s development, helping them become caring, responsible, and productive adults” (Search Institute, 2017). At the BrisbaneSDE we believe in working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student’s learning and wellbeing.

The BrisbaneSDE Responsible Behaviour Plan is underpinned by the following beliefs:

- that BrisbaneSDE is a community of learners
- that learning is enhanced by providing appropriate, flexible and varied curriculum which responds to individual needs, interests and styles of learning
- that learning is fostered through the provision of quality and supportive teaching which recognises the unique needs of each individual
- that learning is life-long and must be directed at developing all aspects of an individual - academic, social, emotional and physical
- that all members of our school community should be treated with respect, honesty and dignity and that their contributions to the school are recognised, valued and celebrated.

All members of the BrisbaneSDE school community can expect the following:

BrisbaneSDE CODE

(Rights to be enjoyed by all members of BrisbaneSDE community)

- To work together to obtain the best outcomes.
- To be treated with, and treat others with courtesy, respect and fairness.
- To take care of the safety of persons and property.
- To ask questions, share ideas and express opinions and allow others to do so.
- To show pride in your own achievements, the achievements of others and the achievements of our school.



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4. Pedagogical Framework

As the school of the future, BrisbaneSDE believes in providing highly engaging learning opportunities for each student, with a focus on innovation, inspiration and inclusion. As such, the focal point of the framework is the IMPACT instructional model (*Inspire, Model, Practise, Apply, Connect, Transform*).

Student learning experiences are delivered via the web-conferencing platform 'Blackboard Collaborate'. The IMPACT instructional model is supported by a synthesis of research that informs practices resulting in improved student learning ('*Taxonomy of Thinking Bloom 1956, 'Scaffolded Instruction' Bruner 1976, 'Zone of Proximal Development' Vygotsky 1978, 'Nine Events of Instruction' Gagne 1985, 'Art and Science of Teaching' Marzano 2007, and 'Visible Learning' Hattie 2008*).

The BrisbaneSDE pedagogical framework, using the IMPACT instructional model, focuses on maximising student success through:

- collaborative, student-centred planning, involving a range of data informed decisions for effective differentiation
- higher order thinking and authentic contexts that engage students in deep learning and prepare them to achieve their own comprehensive and challenging learning goals
- clear alignment of pedagogy with curriculum (intended, enacted and experienced Australian Curriculum or Queensland Curriculum), assessment, moderation, and data collection practices
- sustained data and research practices, including feedback processes, to ensure the positive impact of teaching methods is continual
- student engagement based on contemporary teaching strategies, exploitation of available technology and targeted intervention based on identified needs of individual students
- consistent, whole-school approaches to behaviour management, recognition of difference, and staff and student well-being

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

Success in distance education is heavily dependent upon a successful partnership being established between the student, the home based or school based supervisor and the teacher.

Universal behaviour support

The school is able to provide support to students and their supervisors through the following avenues:

- Teacher contact through attendance of regular web-conferencing lessons
- Teacher contact through telephone and/or email
- Face to face teacher contact through organised home / school base visits, enrichment days, school camps and parent/teacher interviews
- Teacher Aides, including teacher aides for Indigenous students and for students with verified disabilities
- Year level coordinators
- Indigenous coordinator
- Heads of Department
- Senior Pathways team
- Library support services
- Guidance Officer Services
- Non-teaching staff
- Heads of School
- Executive Principal

The defining and protection of *rights and responsibilities* strengthens positive relationships



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Responsibility of student to:

- participate fully by meeting attendance requirements which are based on return of work as outlined in the subject work rate calendar, participate in scheduled lessons, engage with online course material, make regular contact with teachers and attend at face-to-face school events/activities where possible.
- become familiar with the school's Assessment Policy and to comply with the requirements outlines (refer to Handbook for Home Based Learners).
- act at all times with respect and show tolerance towards other students and staff.
- follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the Information and Communications Technology (ICT) User Agreement.
- check Daily Notices on the BrisbaneSDE website at the start of each school day.
- use their EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.
- work hard and comply with requests or directions from the teacher and other school staff members.
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives).
- meet homework requirements as outlined in the Handbook for Home Based Learners, Kindy to Year 12.
- respect school property, including resources that are on loan.

Responsibility of parents to:

- ensure your child participates fully in the educational program in which they are enrolled by meeting attendance - refer to the Handbook for Home Based Learners, Kindy to Year 12 for further information.
- ensure that any request for exemption from scheduled lesson participation is made, in writing, to the relevant Head of School.
- ensure that explanation for temporary absence from scheduled lesson attendance and/or requests for extended absence from scheduled lesson attendance are communicated with the school.
- ensure that you have read and understood the requirements outlined in school's Assessment Policy (refer to Handbook for Home Based Learners).
- ensure you comply with your legal obligation regarding compulsory schooling - details are contained within s.176 and s.178 of the **Education (General Provisions) Act 2006 (Qld)** ('the Act'):
- section 176(1)(b) of 'the Act' provides that each parent of a child of compulsory school age has the obligation to ensure their child is attending school on every school day, for the educational program in which the child is enrolled.
- In 2007 Prep replaced preschool as the first year of school. Children must be 5 by 30 June in the year they enrol.
- failure to comply with the obligation in s.176(1)(b) 'the Act', without a reasonable excuse, is an offence. If you are prosecuted for an offence, you are liable to a fine of up to \$660.00 (6 penalty units) for the first offence, and up to \$1,320.00 (12 penalty units) for each further offence.
- ensure that your child has the necessary equipment (computer hardware and software, and internet connectivity) to be able to fully engage in an online learning environment.
- understand the school may record online lessons.
- regularly check the BrisbaneSDE website for information relevant to school activities.
- attend, where possible, open meetings for parents.
- ensure all assessment conditions are met as outlined in the BrisbaneSDE Student Assessment Policy.
- ensure that work submitted by students is their own.
- inform the school of any problems that may affect your child's ability to learn.



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Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups for delivery in an online learning environment.
- inform parents/carers/home based supervisors regularly about how their children are progressing.
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy.
- create and maintain safe and supportive learning environments in an online context.
- store recorded lessons in a password protected environment.
- support personal development and participation in society.
- foster positive and productive relationships with families and the community.
- inform students, parents/carers/ home based supervisors about what the teachers aim to teach the students each term.
- teach effectively and to set the highest standards in work and behaviour.
- clearly articulate the school's expectations regarding the Responsible Behaviour Plan for Students.
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students.
- provide quality and timely feedback to students on submitted work.
- contact parents/carers/ home based supervisors as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality.
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools.
- treat students and parents with respect.

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

Whole School Proactive and Preventative Programs / Strategies

Attendance and Engagement	Extended Learning / Alternative Pathways	Programs / Activities	Achievement
<ul style="list-style-type: none"> • Student Attendance and Engagement Policy • Attendance and Engagement Monitoring Procedures • Teacher/HoD/Year level coordinator monitoring • Parental contact (via phone calls, text message, emails or letters) 	<ul style="list-style-type: none"> • School based apprenticeships and traineeships (Year 10, 11 & 12) • Cultural and sporting activities • Various academic programs • Links with Griffith University, UQ and External RTOs • IMPACT • Futures Academy 	<ul style="list-style-type: none"> • Subschool camps / excursions • Year Level Coordinator programs • Student Wellbeing program • Champions for Indigenous students • Case management for students with verified disabilities 	<ul style="list-style-type: none"> • Recognition of semester results by Heads of Department / Year Level Coordinators • Awards Night

Recognising Positive Behaviour

The aim of recognising positive behaviours is to encourage students to continue demonstrating positive behaviours. Below are some of the positive behaviours to be expected of students and the complementary strategies to achieve these positive behaviours.

Positive behaviours	Strategies for success
Engagement in Learning <ul style="list-style-type: none"> Engage in school life Attend all compulsory Scheduled Lessons (SLs) Adhere to the Work Rate Calendar (WRC) Maintain regular contact with teacher (including students who are either exempt or ill) 	<ul style="list-style-type: none"> Attempt and submit all required assessment tasks in line with the WRC deadlines/timelines Discuss curriculum concerns with the teacher/s or asking home based/ school based supervisors to discuss concerns on student behalf Log in on time, participate in and stay for the duration of all compulsory SLs. Home based/ school based supervisor to contact the school if absent from a compulsory SL If exempt from SLs, contact teacher once a week preferably by email to give an update on what work has been completed and what the student is currently working on
Respect for Others <ul style="list-style-type: none"> Act at all times with respect and show tolerance towards other students and staff Follow appropriate protocols when engaged in on-line and web-conference sessions with teachers and other students as outlined in the Information and Communications Technology (ICT) User Agreement 	<ul style="list-style-type: none"> Respect others' views and input Respect the privacy of others, including keeping interactions confidential Contribute towards a positive classroom environment Use appropriate language
Respect for Property <ul style="list-style-type: none"> Respect school property, including resources that are on loan are returned on time Respect the own and others' possessions 	<ul style="list-style-type: none"> Keep all resources in a secure area Return all loaned resources in good condition When on the BrisbaneSDE site, conduct oneself in a safe and responsible manner Bring the required equipment and resources for school-related activities Ask a school staff member if needing to borrow anything Avoid bringing valuable items to the BrisbaneSDE site
Organisational Requirements <ul style="list-style-type: none"> Comply with instructions/directions from the teacher and other school staff members 	<ul style="list-style-type: none"> Check emails regularly Respond to teacher contact Complete SL tasks Follow direction when visiting the BrisbaneSDE site
Work Safety <ul style="list-style-type: none"> All conduct is compliant with Australian law 	<ul style="list-style-type: none"> Only bring safe and legally permissible items to the BrisbaneSDE site and school-related activities Only participate in activities that are legally sanctioned



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There are a number of methods of how BrisbaneSDE recognises positive behaviour of students in the online learning environment. Some include:

- Verbal and written (e.g. chat) recognition during lessons
- Use of icons (smiley face, ticks, high fives) during lessons
- Congratulating students within class via a slide etc
- Encouraging students to use tools to acknowledge other students
- Use of animated gif awards
- Communication (email/phone) with parents/ home based / school based supervisors /students after lesson
- Certificates for effort (end of week, month, term, semester)
- Effort/happy grams
- Assessment feedback including use of stickers, stamps
- Spontaneous phone calls
- Reports
- Positive postcards

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Intensive behaviour support

Individual students who present with particularly challenging behaviours are provided with support through a variety of strategies including:

- Programming modification – emphasis on producing positive outcomes and for students to experience success
- Referral to the Guidance Officer or Head of School - Special Education Services.
- Referral to specialist intervention e.g. CYMHS (Child Youth Mental Health Services)
- Consultation with appointed medical personnel in cases of students enrolled under Medical category of enrolment
- Individual Behaviour Support Plan developed where necessary

6. Emergency responses or critical incidents

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

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

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

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.



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Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that BrisbaneSDE's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally recorded in OneSchool.

7. Engagement Policy

It is a requirement for all students at BrisbaneSDE to submit all assessment tasks in accordance with the Enrolment Agreement. Legislation defines *engagement* at BrisbaneSDE as *return of work*, which is the submission of all summative assessment items.

Engagement Strategies:

BrisbaneSDE supports each student succeeding through an engagement flowchart that clearly articulates our engagement strategies:

- Teachers keep students on track by referring to timelines and due dates in the work rate calendar, task sheet and refer to the requirements of the assessment policy.
- Teachers monitor student attendance, participation and classwork.
- With a focus on gathering evidence of learning, teachers will collect drafts in accordance with the work rate calendar and make contact with student/parents/carers if a draft is not submitted by draft due dates.
- Heads of Department make contact with student/parent if there is no evidence of learning submitted by the draft due date.
- If the teacher has not received an assessment item by the due date a referral is made to an Engagement Officer.
- The Engagement Officer sends the parent/carer a warning letter with information about the non-return of work and initiates the tracking and Case Management process.
- Each student in the Engagement process is assigned a Case Manager to support them until the assessment item is received.
- Case Management involves support staff or outside agencies if required.
- Unresolved non-engagement is referred to the Head of School.



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Student Engagement – flowchart



8. Expected Behaviours and possible consequences for Unacceptable Behaviours

Positive behaviours	Strategies for success	Unacceptable behaviour	Possible consequences (not an exhaustive list)
 <ul style="list-style-type: none"> Engage in school life and working together to keep BrisbaneSDE safe – Refer to Appendix 1 Attend all compulsory Scheduled Lessons (SLs) Adhere to the Work Rate Calendar (WRC) Regular contact with teacher if exempt from SLs 	<ul style="list-style-type: none"> Attempt and submit all required assessment tasks in line with the WRC Discuss curriculum concerns with the teacher/s Log in on time, participate in and stay for the duration of all compulsory SLs. Parent/guardian to contact the school if absent from a compulsory SL If exempt from SLs, contact teacher once a week via phone or email to give an update on what work has been completed and what currently working on 	<ul style="list-style-type: none"> Failure to Attend Scheduled Lesson (SL) without an exemption from scheduled lessons Failure to submit work as per the Work Rate Calendar. Failure to follow directions during scheduled lessons 	<ul style="list-style-type: none"> Parent contact Warning in online lessons via personal chat messages Removal of student into breakout room to complete set work without peers. Removal of tools within scheduled lessons e.g. disabled chat and mic tools Removal of student from online lesson and to access lesson recording to complete expected work Consultation with teachers Contact by class teacher/YLC/HoD Contact by Administration – Non-engagement Letter. No Response to contact – initiation of truancy procedures in accordance with Education (<i>General Provisions</i>) Act – may result in subject or enrolment cancellation
<ul style="list-style-type: none"> Act at all times with respect and show tolerance towards other students and staff Follow appropriate protocols when engaged in on-line and teleconference sessions with teachers and other students as outlined in the Information and Communications Technology (ICT) User Agreement Follows the Policy on the Appropriate use of Personal Devices at school – Refer to Appendix 2 	<ul style="list-style-type: none"> Respect others' views and input Respect the privacy of others, including keeping interactions confidential Contribute towards a positive classroom environment Use appropriate language 	<ul style="list-style-type: none"> Bullying / including cyberbullying (unsolicited e-mail contact, e-mail harassment) – Refer to Appendix 3 Harassment and violence Abusive language or gestures including inappropriate electronic communications e.g. E-mail, chat in web-conference lessons 	<ul style="list-style-type: none"> Parents informed. Warning in online lessons via personal chat messages Removal of student into breakout room to complete set work without peers. Removal of tools within scheduled lessons e.g. disabled chat and mic tools Removal of student from online lesson and to access lesson recording to complete expected work Consultation with teachers and school executive Intervention program Possible suspension / recommendation for exclusion Cancellation of enrolment.

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<ul style="list-style-type: none"> Respect school property, including resources that are on loan 	<ul style="list-style-type: none"> Keep all resources in a secure area Return all loaned resources in good condition When on the BrisbaneSDE site, conduct oneself in a safe and responsible manner 	<ul style="list-style-type: none"> Vandalism Non-return of resources on loan 	<ul style="list-style-type: none"> Parents informed. Damage repaired and or restitution costs Possible suspension / recommendation for exclusion Cancellation of enrolment.
<ul style="list-style-type: none"> Comply with instructions/directions from the teacher and other school staff members 	<ul style="list-style-type: none"> Check emails regularly Respond to teacher contact Complete SL tasks Follow direction when visiting the BrisbaneSDE site 	<ul style="list-style-type: none"> Intentional failure to follow teachers' direction Consistent failure to follow teachers' direction 	<ul style="list-style-type: none"> Consultation with teachers Contact by HoD / DP Removal from class activities until return negotiated
<ul style="list-style-type: none"> All conduct is compliant with Australian law 	<ul style="list-style-type: none"> Only bring safe and legally permissible items to the BrisbaneSDE site and school-related activities Only participate in activities that are legally sanctioned 	<ul style="list-style-type: none"> Illegal activity –e.g. drugs related matters 	<ul style="list-style-type: none"> Parents informed. Meeting with school's Principal. Police informed (where appropriate) <p>OR</p> <ul style="list-style-type: none"> Suspension/recommendation for exclusion occurs. Cancellation of enrolment.
<ul style="list-style-type: none"> Respect the school's and others' possessions 	<ul style="list-style-type: none"> Return all loaned resources by the due date Bring the required equipment and resources for school-related activities Ask a school staff member if needing to borrow anything Avoid bringing valuable items to the BrisbaneSDE site 	<ul style="list-style-type: none"> Theft Deliberate damage 	<ul style="list-style-type: none"> Parents informed. Meet with school's Principal – consequences negotiated Reimburse or return of stolen goods / Possible police action

Suspension/Exclusion

Suspension and exclusion will be used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan will be used. In case of exclusion, the school will attempt to find a suitable alternative location for the student to continue their education.

Relate inappropriate or unacceptable behaviour to expected school behaviours.



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When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Definition of consequences

Time out (for breach at face-to-face activity)	A principal or school staff may use time out (also within web conference e.g. breakout room) as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Temporary Removal of Property	A principal or staff member of BrisbaneSDE has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff .

School Disciplinary Absences (SDA)

Suspension	A Principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A Principal may impose a behaviour improvement condition if the Principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
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: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ Breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student or school based student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

9. Network of student support

The following network of personnel provides support for students in this school, this may include:

- School Administration and Teaching Staff
- Year level coordinators
- Heads of Department
- Heads of School
- Guidance Officers
- Senior Pathways Team
- School Health Nurse
- Community Education Councillor and Indigenous Advisory Group
- Community Engagement
- Specialist Staff within the Department of Education

Support is also available through the following government and community agencies, this may include:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of communities (Child Safety Services)

10. 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.

BrisbaneSDE considers the individual circumstances of students when applying support and consequences by:

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

11. 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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009



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12. Related policies

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

13. Some related resources

- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Cyber safety and schools resources
- Bullying. No way!
- Take a Stand Together

14. Endorsement

Judy Menary
Executive Principal
Brisbane School of Distance Education

Date effective: January 15, 2018

Working Together To Keep BrisbaneSDE Safe

We can work together to keep knives out of school. At BrisbaneSDE:

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

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal can take action against a student who brings a knife to school.

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

How can parents help to keep BrisbaneSDE safe?

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



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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.

With the changing world BrisbaneSDE recognises that students will have/need access to a wide range of Personal Technology Devices. Rather than banning such devices from school premises, BrisbaneSDE encourages the responsible use of all technology devices as outlined below. BrisbaneSDE accept no responsibility for the loss, damage or misuse of such items whilst on school premises. Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day/activity unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of 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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or activity sessions. During enrichment days or exams on site, personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 BrisbaneSDE. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student 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 bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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



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Students involved in:

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

are in breach of this policy and may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

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.

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. BrisbaneSDE strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 BrisbaneSDE. Research indicates that both those being bullied and those who bully are at risk of 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 BrisbaneSDE include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate online chat or 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 refers to incidents that include:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At BrisbaneSDE 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, we would expect students to act in such a way that those who bully are not socially reinforced for demonstrating it.



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Prevention

7. 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 have been or are being taught the specific routines for attending scheduled on-line lessons, or expected behaviours whilst on-site at BrisbaneSDE. This includes playground areas.
 - 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
 8. While Cyberbullying does not often occur during online class activities, students are encouraged to be aware of how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but to keep them in order to report to parents and/or teachers immediately
 - Immediately report any instances they see as a bystander of cyberbullying to parents and/or teachers.
- BrisbaneSDE will then investigate and respond to any incident of cyberbullying.
9. BrisbaneSDE will take part in the National Day of Action against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

