Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. The CODE of SCHOOL BEHAVIOUR defines the responsibilities that all young Queenslanders have a right to and receive a quality education.

Bluff State School is committed to providing a disciplined, high performing and enjoyable learning environment for students and staff. We aim to create the leaders of the future and provide students with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. The ethos or climate within a school is a major factor in establishing and maintaining a high standard of behaviour and discipline. A positive ethos is based upon the quality of relationships between staff, staff and students and staff and the community. This positive ethos permeates all the school’s activities and helps form a strong sense of social cohesion.

The Bluff State School Responsible Behaviour Plan has been developed to deliver the best possible learning, achievement and behaviour for all students at our school. Bluff State School’s motto is “Learning Together” and supports the relationship between learning, achieving and behaviour. Our school motto ‘Learning Together’ emphasises the value of learning in the socio-cultural context and the importance of partnerships between the community and the school. Bluff State School is situated in a community predominantly comprised of railway and mining families. The community is situated approximately 100 km east of Emerald. Bluff State School is committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student. We are committed to achieving responsible and confident learners.

Our aim is to have a school environment where:

• All members of the school community feel safe and valued;
• Learning outcomes are maximised for all through high standards and exemplary practice;
• Behaviour management procedures include a planned continuum from positive to preventative actions for all students; and
• Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.

Our school philosophy of a supportive school environment will be embedded within the school culture and this is reflected in the Responsible Behaviour Plan.

Consultation and data review

Bluff State School developed this plan in collaboration with our school community. Consultation with parents, staff and students and a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2014 was undertaken to inform the renewal process for the Responsible Behaviour Plan for students 2015.

Bluff State School students are expected to meet high standards of behaviour and we have a zero tolerance to bullying. Positive partnerships between all stakeholders of the school and community continue to be nurtured to ensure a collaborative approach to cultivating positive behaviours.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in October, 2012, and will be reviewed in 2015 as required in legislation.

Learning and behaviour statement

At Bluff State School we are committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student. Our community will use The Code as a basis for providing

1. Positive support to promote high standards of achievement and behaviour; and
2. Clearly articulated responses and consequences for inappropriate behaviour.
Our Bluff school rules are the following. Students are expected to be guided by these rules at all times.
Be Respectful
Be Responsible
Be Safe

At Bluff we expect all members of the school community to adhere to the following behaviour principles and value codes. This expectation promotes a positive teaching, learning and working environment for everyone.

- Belief in self
- Learn and let learn
- Understand rights and responsibilities
- Friendships from cooperation
- Futures through choices

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

Universal behaviour support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Bluff State 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 universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
Effective behaviour support includes:

- Creation of a positive whole school culture;
- Quality learning and teaching practices:
- A balanced, relevant engaging curriculum;
- Professional development, education or training for all members of the school community;
- Whole school positive preventive and intervention action for specific for individuals or groups.

At Bluff we have the following in place to facilitate standards of positive behaviour and respond to unacceptable behaviour:

- A supportive environment that builds The Social Climate of the school;
- The school is a Sun-Smart school incorporating stringent sun-safe practices in use of clothing, headwear and outdoor events;
- A student Council acts as a voice for all students and fundraises for specific events;
- Non-denominational religious education is offered at the school through a partnership with all local churches;
- The school is pro-active in offering professional development opportunities to all staff;
- An innovative, balanced, engaging and integrated curriculum complete with supportive and extension frameworks for all students;
- School camps link to classroom content while engaging students in a diverse range of outdoor adventure and environmental activities. All camps promote individual potential through self-discovery and team work.

Our community’s safety and welfare is nurtured through behaviours that emphasise our values. At Bluff we believe that citizenship and character education are important components in developing our students. We develop these attributes by establishing a positive supportive environment based on mutual respect, the feeling of belonging, the recognition and acceptance of individual and cultural differences. The building of
positive interpersonal relationships and productive academic achievement helps to build resilience, courage, responsibility and hope for the future of our students. At Bluff our values promote:

**Belief in self**
- Doing your best
- Perseverance
- Resilience

**Learn and let learn**
- Completing your work
- Sharing and helping
- Committed to learning

**Understand rights and responsibilities**
- Being responsible
- Being safe
- Being respectful

**Friendships from cooperation**
- Listening to others
- Teamwork
- Being trustworthy and honest

**Futures through choices**
- Aiming high
- Thinking before acting
- Never giving up

To achieve success we implement our school rules through a variety of ways.

Behaviour specific lessons which cover the roles, rights and responsibilities of all members of Bluff State School;
- Develop an understanding of what is considered to be inappropriate behaviour at Bluff State School and the consequences of such behaviour.
- Comparisons of school, classroom, home, community, and society rules;
- Modelling and encouragement of positive strategies for building friendships, working together and solving conflicts.

Development of specific policies to address:
- The use of personal technology devices at school (see Appendix 1)
- Procedures for preventing and responding to incidents of bullying (see Appendix 2)
- Keeping Bluff State School safe – knife policy (see Appendix 3)

Through explicit classroom teaching students learn specific behaviour expectations and school rules. These are formulated in the best interest of all concerned and include making appropriate choices, responsibility, safety, and ideals of manners and courtesy. Infringement of these expectations and rules will be dealt with in accordance with the Responsible Behaviour Plan.
Targeted Positive Behaviour Support
Bluff State School has proactive and preventive whole-school strategies to support student behaviour. We do this by:

- **Facilitating** the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- **Promoting** an effective learning and teaching environment that allows positive aspirations, relationships and values to develop and foster mutual respect.
- **Encouraging** all students to take increasing responsibility for their own behaviour and the consequences of their actions.

We present:
**STUDENT OF THE WEEK AWARD:** earned by students who demonstrate or show improvement with our B.L.U.F.F. values.

**CITIZENSHIP AWARDS:** presented to student/s who displays a genuine awareness of the values of Bluff State School within the school and wider community.

**LEADERSHIP OPPORTUNITIES:** Leadership opportunities in student council, school leaders and sports leaders.

Intensive Behaviour Support for Unacceptable Behaviours

Bluff State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Bluff State School Responsible Behaviour Plan for Students sets out the range and level of responses and consequences for student behaviour that is not consistent with the plan. When unacceptable behaviours occur, students experience predictable consequences. These consequences are applied to provide opportunities for all students to learn, to ensure the safety of all students and staff and assist students who exhibit challenging behaviours to accept responsibility for their actions.

**Consequences for Unacceptable Behaviours**

Student behaviour that does not comply with the expected standards is not acceptable. The **Responsible Behaviours Plan for Students** sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards. Bluff State School uses a range of consequences that are authorised by Education Queensland. These include:

- Consequences
- Suspensions
- Exclusions
- Cancellation of enrolment.

Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. Student Disciplinary Absences are to be used after consideration has been given to all other responses, and the conditions associated with exit and re-entry from an SDA.

**Redirecting Minor Behaviour**

When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff is to remind the student of expected school behaviour, then ask them to change their behaviour so it aligns with our school expectations. Modification and redirection of unacceptable behaviour is achieved by asking the student to think about and plan how they could act more safely, respectfully or responsibly.
Targeted Behaviour Support for Inappropriate Behaviour - Moderate Behaviour

At times students may be identified as requiring targeted behavioural support. Whilst the inappropriate behaviours may not be regarded as severe, the frequency of the behaviours may put these students’ learning and social success at risk, if not addressed in a timely manner. An individual behaviour support plan will be implemented to enable students to continue their normal classroom activities, with appropriate adjustments and a check in/check out strategy. This will afford increased opportunities to receive positive contact with adult, additional support from check in/check out coaches and positive reinforcement. The support is coordinated by a school based team. Students who do not display improved behaviours in the check in/check out program, or whose previous behaviour indicates a need for specialised intervention are provided with intensive behaviour support.

Intensive Behaviour Support - Major Behaviour

Suspension of up to 20 days for serious or major behaviour infringements will occur after consultation with the supportive school staff. Parents will be informed of the implication of this procedure according to the 2006 Education Act. Exclusion or suspension for longer periods will occur according to Education Queensland guidelines. Suspension or exclusion (as per Education Queensland’s Guidelines), to be followed by specified re-entry process as outlined by the Principal in case meeting.

Behaviour Guide

These are examples of behaviours and the potential consequences only. Every behaviour situation will be dealt with in a manner that is in the best interest of the students at that particular point in time.
<table>
<thead>
<tr>
<th>Expected behaviour</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| At this level students manage their own behaviours | Students at this level:  
| | • Follow the school rules  
| | • Demonstrate the Bluff Values  
| | • Are helpful and co-operate  
| | • Follow directions and instructions  
| | • Respect rights of self and others  
| | • Make responsible choices  
| | • Make reasonable efforts to stay on task  
| | • Are self-disciplined  
| | • Adhere to the uniform policy  
| | Consequences may include:  
| | • Students participate in all school activities  
| | • Report cards indicate behaviour and social development is good or excellent  
| | • Rewards or incentives given on parade  
| | • Rights and privileges of students are recognised and honoured.  

<table>
<thead>
<tr>
<th>Minor Behaviours</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Students at this level display:  
| | • Isolated irresponsible playground behaviour  
| | • Failure to complete homework  
| | • Running around building and on cement  
| | • Entering out of bounds areas  
| | • Preventing others from working  
| | • Isolated disruption in class such as making noises, interfering with property of others, using inappropriate language  
| | • Uncooperative with teachers/staff/other students  
| | Rule reminder AND  
| | • Redirection through reflection and discussion on making more appropriate choices  
| | • Withdrawn from play  
| | • Detention  
| | • Verbal/written apology  
| | • Work in independent space  
| | • Class discussion of rules  
| | • Student advised of consequences of next level of behaviour  
| | • Parents notified  

<table>
<thead>
<tr>
<th>Moderate Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Targeted behaviour support | Students at this level display:  
| | • Name calling, teasing, swearing, bullying  
| | • Repeated incidents of previous minor behaviours  
| | • Repeated failure to complete homework  
| | • Disrespect to staff e.g. answering back  
| | • Refusing to follow directions of staff  
| | • Dangerous play  
| | • Minor physical aggression  
| | • Truancy  
| | • Verbal abuse  
| | • Bringing school into disrepute  
| | Or any activity that contravenes the Criminal Code.  
| | Rule reminder AND  
| | • Time out  
| | • Discussion with Principal  
| | • Playtime detentions  
| | • Principal intervention  
| | • Parents notified/interview requested  
| | • Individual behaviour plan implemented  
| | • Check in/check out program  
| | • Exemption from school functions and excursions  
| | Additional consequences at this level may include:  
| | School suspension (1-5 days)  
| | Re-entry meeting and program  

<table>
<thead>
<tr>
<th>Major Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Intensive behaviour support | Students at this level display:  
| | • Repeated previous moderate behaviours  
| | • Putting others or self at risk of harm.  
| | • Refuses to follow direction of administration or staff  
| | • Possession of dangerous weapons, including knives.  
| | • Severely affecting the right of other students to learn and to feel comfortable and safe.  
| | • Intentional aggression/physical abuse to persons or property  
| | • Harassment  
| | • Bullying  
| | • Discrimination  
| | • Possession of drugs  
| | • Intentional use of offensive and inappropriate language  
| | • Sexual harassment  
| | • Stealing or other major dishonesty  
| | Or any activity that contravenes the Criminal Code.  
| | Consequences may include:  
| | • Discussion with Principal  
| | • Parent telephoned and interview requested  
| | • Suspension (6-20 days)  
| | • Exclusion  
| | • Contact with appropriate support agencies  
| | • Re-entry program established  
| | Additional consequences at this level: Students who engage in very serious problem behaviours such as major violent physical assault, or use or supply weapons or drugs, can expect to be recommended for exclusion from school following an immediate period of suspension.  
| | • Parents will be notified in writing of proposal to exclude from school and urgent interview with Principal will take place.  
| | • Possible recommendation for exclusion in accordance with departmental regulation  
| | • Investigation of recommended departmental officer  
| | • Exclusion from Bluff State School.
Emergency or critical incidents response

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 member
- posing an immediate danger to him/her or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
refusal to comply
verbal threats
leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report
• debriefing report (for student and staff)
• Oneschool report

Network of student support

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

• Parents
• Teachers
• Support Staff
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers

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

Consideration of individual circumstances

Principals are expected to ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students.

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

Bluff State 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, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  • express opinions in an appropriate manner and at the appropriate time
  • work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning and/or impairment needs
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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2000

Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management

SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Some related resources
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

__________________________________________  ______________________________  ________________________
Principal                                      P &C President                   Regional Executive Director
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 must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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 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 for at least one month, or longer if deemed necessary by the Principal.

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 classes. 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 Bluff State 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.

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.

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

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®s, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

Purpose

1. Bluff State 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 Bluff State 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 Bluff State 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 Bluff State 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 Bluff State 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 Bluff State School rules and values 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 Bluff State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Bluff State 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.
Appendix 3

Working together to keep Bluff State School safe

We can work together to keep knives out of school. At Bluff State School;

- 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 tough 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 detention, suspension and exclusion depending on the circumstances.
- 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 Bluff State School 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 would like to talk about students and knives at school, please contact the school administration.