Bohlevale State School
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

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

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

In addition, the Responsible Behaviour Plan ensures that all students are provided with a safe and supportive learning environment.

2. Consultation and data review
Bohlevale State School developed this plan in collaboration with our school community.

Positive Behaviour for Learning (PBL) forms the foundations of Bohlevale's Responsible Behaviour Plan for Students and our expected positive behaviours have been developed through consultation with parents, staff and students beginning in 2009 and continuing as an integral part of the PBL process.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2018 and our commitment to maintaining PLB also informed the review process.

The Plan was endorsed by the Principal and the President of the Parents and Citizen Committee (P&C) February 2018 and will be reviewed annually.

3. Learning and behaviour statement
All areas of Bohlevale State School are learning and teaching environments. We consider behaviour support 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, responsible behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our Responsible Behaviour Plan for Students, shared expectations for student behaviour are made clear to everyone, assisting Bohlevale State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process. Better behaviour means better learning.

Our school community has identified the following school rules or expectations to teach and promote our high standards of responsible behaviour:

- Be Responsible
- Be Safe
- Be Successful

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

**Universal Behaviour Support**
PBL provides the overall framework for all behaviour expectations at Bohlevale State School.

Positive Behaviour support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour (OSEP Centre on PBIS). It consists of **four elements** that work together to support social competence and academic achievement.

![Diagram showing the interrelation of outcomes, systems, data, and practices supporting social competence and academic performance.]

Supporting Social Competence & Academic

Supporting Staff Behaviour

Supporting Student Behaviour

Supporting Decision Making

Positive behaviour support is the redesign of environments, not the individual.

At Bohlevale State School, we are informed by research that tells us that the most effective responses to problem behaviour are:

- **Teaching Behavioural Expectations**
- **Academic Restructuring**
- **Behavioural Interventions**


Bohlevale State School and the PBL team recognise the link between behaviour and learning through the Continuum of School-Wide Instructional and Positive Behaviour Support data, and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success.

Investing in PBL results in:
- change in school discipline systems;
- reduction in problem behaviour;
- improved academic performance; and
- savings in staff and student time.
At Bohle vale we emphasise the importance of directly teaching all students the behaviours they are expected to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. Data tells us which specific positive behaviours we need to reinforce through explicit teaching each week to ensure that all students are able to comply with the school rules. 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.

<table>
<thead>
<tr>
<th>SCHOOL RULES</th>
<th>WHOLE SCHOOL COMMUNITY / ALL SCHOOL SETTINGS</th>
<th>BEFORE &amp; AFTER SCHOOL</th>
<th>LEARNING TIME</th>
<th>BREAK TIME</th>
<th>FAMILY/COMMUNITY TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>“FOLLOW INSTRUCTIONS FIRST TIME, EVERY TIME”</td>
<td>We will:</td>
<td>We will:</td>
<td>We will:</td>
<td>We will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use school language at all times</td>
<td>• Stay in our correct area</td>
<td>• Be organised for learning</td>
<td>• Represent our school with pride</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Look after our own and others’ property</td>
<td>• Store and lock all wheeled transport devices in the bike enclosure</td>
<td>• Set goals and do our best to achieve them</td>
<td>• Recognise, React, Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Get along with others</td>
<td>• Respect ourselves and others</td>
<td>• Respect others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be on time</td>
<td>• Use and respond to the stop signal</td>
<td>• Be on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show respect</td>
<td>• Choose a positive play option</td>
<td>• Use and respond to the stop signal</td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>“CALM AND QUIET”</td>
<td>We will:</td>
<td>We will:</td>
<td>We will:</td>
<td>We will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be sun safe at all times</td>
<td>• Walk calmly and safely to and from school</td>
<td>• Eat our own food only</td>
<td>• Obey safety rules for road, rail and bus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keep hands, feet and objects to ourselves</td>
<td>• Be in our correct area</td>
<td>• Allow others personal space</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Walk calmly and quietly around the school using pathways</td>
<td>• Sit calmly and quietly</td>
<td>• Gain permission to leave learning areas and take a buddy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Take care of all equipment</td>
<td>• Walk on the left hand side in line/s during transitions</td>
<td>• Play by the rules in the spirit of the game in our correct area/s</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Use everything in the environment the correct way</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Report problems and seek help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SUCCESSFUL</td>
<td>“LEARN AND LET OTHERS LEARN”</td>
<td>We will:</td>
<td>We will:</td>
<td>We will:</td>
<td>We will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wear full school uniform and comply with dress code policy</td>
<td>• Be persistent and do our best</td>
<td>• Care for ourselves, others and the school environment</td>
<td>• Be a positive ambassador and leader in the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use kind words</td>
<td>• Show a positive attitude</td>
<td>• Ask for help when needed</td>
<td>• Promote Bohle vale positively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make positive choices</td>
<td>• Sit quietly in the morning, do the morning read</td>
<td>• Take turns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respect ourselves, others and the school</td>
<td></td>
<td>• Play by the rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Put rubbish in the bin</td>
<td></td>
<td>• Clean up after ourselves</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Show whole body listening</td>
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</tbody>
</table>
The Continuum below visually represents that although all students at Bohlevale are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

Bohlevale’s PBL Program supports students at three (3) distinct levels.

1. **Universal (Primary) Behaviour Support**

   All our students are taught our three school expectations, (Be Responsible, Be Safe, Be Successful) using the School-Wide Expectations Teaching Matrix. These expectations are taught to students via a number of strategies, including:
   - behaviour lessons - explicitly taught by classroom teachers aligned with SWPBS expectations; and
   - reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

   During this phase the majority of students learn what is expected of them and consistently apply behaviour expectations in the various school settings. These students are represented by the green area on the triangle above.

   Bohlevale State School implements proactive, preventative processes and strategies to support student behaviour. These include:
   - a relevant, stimulating curriculum;
   - differentiated curriculum to support student needs;
   - high quality teaching strategies;
   - modelling acceptable behaviours;
   - induction processes for new staff, students and parents, which includes the school’s Responsible Behaviour Plan for Students;
   - timely/relevant professional development;
   - Classroom Management Plans;
   - Classroom Positive Behaviour Learning walls established to reflect school rules, classroom rules, positive and negative rewards
   - Zones of Regulation lessons for self-regulation and emotional control
• a dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
• PBL team members’ regular provision of information to staff and parents, and support to others in sharing successful practices;
• individual behaviour management plans 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;
• efficient and effective support for students with disability; and
• development of specific policies to address:
  ▪ the Use of Personal Technology Devices at School (refer to Appendix 1);
  ▪ procedures for Preventing and Responding to Incidents of Bullying (refer to Appendix 2); and
  ▪ procedures for responding to breaches of the Student Dress Code (refer to Appendix 13)

Reinforcing expected school behaviour
At Bohlevale State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback and encouragement for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff as well as students and other students. All staff members are trained to give consistent and appropriate acknowledgement and rewards which align with the School-Wide Expectations Teaching Matrix.

Bohlevale State School Positive Notice

Gotcha Slips
Gotchas may be given to students when they are observed following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff ‘catch’ a student following the rules they can choose to give them a Gotcha Slip accompanied with a verbal description of the appropriate behaviour the student is displaying. They are used particularly to reinforce the focus behavioural expectation identified from the behaviour data.

Gotcha totals are recorded for each student. When students reach target levels they receive a reward to acknowledge their positive behaviour choices. Gotcha slips are never removed as a consequence for problem behaviour (refer Appendix 6).

Responding to unacceptable behaviour
Students come to school to learn. At Bohlevale there are processes in place to respond to unacceptable behaviour (refer to section 5 Consequences for Unacceptable Behaviour).

1. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to:
   • redirect, making reference to the school rules and expectations matrix;
   • re-teach the rules and expectations; and
   • reinforce the rules and expectations using the Gotcha school reward system.

Our preferred way of redirecting low-level problem behaviour is for teachers to:
   • approach a student calmly and quietly;
   • listen to the student where practicable to do so;
   • ask for the student to display appropriate behaviour;
   • use ESCM (Essential Skills for Classroom Management)
   • teach or reteach the behavioural expectation; then
   • reinforce the behaviour with a Gotcha, when appropriate behaviours are displayed.

Parent/Care Giver Role
We ask that parents and caregivers:
   • know the school rules and expectations;
• reinforce weekly focus areas communicated via assembly and Links;
• attend twice yearly parent meetings/information sessions; and
• consider the opportunity to be part of the PBL team as a parent representative.

2. Targeted behaviour support: Respond program
Each year, a small number of students at Bohlevalle are identified from our data as needing extra assistance through targeted behavioural support. These students are represented by the yellow section in the triangle above and require secondary support. The behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put the learning and social success of these students at risk if not addressed in a timely manner.

Students participating in secondary prevention attend their normal program, however, they have increased daily opportunities to receive positive acknowledgement when they display behaviours in accordance with the school rules and expectations (5 positives to 1 correction).

Secondary prevention support is coordinated by classroom teachers in consultation with parents, the PBL team, the Behaviour Support Teacher, the SWaET (Student Wellbeing and Engagement Team), HOSeS and the Deputy Principals, through a case management framework.

All staff members are provided with continuous professional development consisting of:
• regular sharing of PLB data;
• provision of explicit lesson plans in alignment with the PBL rules and expectations; and
• training in PBL, specifically the Universal, Tier 2 and Tier 3 support for playground and classroom settings
• ESCM (Essential Skills for Classroom Management)

Students whose behaviour does not improve after participation in secondary support, or whose previous behaviour indicates a need for specialised intervention are referred to Student Services and supported through a case-management approach coordinated by the Student Wellbeing and Engagement Team (SWaET), HOSeS, DPs and Guidance Officer.

The SWaET will also include the class teacher, a parent/caregiver of the child and members of the administration team.

Students in need of targeted behaviour support have a collaboratively developed Individual Behaviour Support Plan (refer to Appendix 9), which is negotiated by the case management team. The class teacher is made aware of teaching strategies and acceptable learning and behaviour goals for the student. Children and Young People in out of home care have a Child Safety Officer invited to be part of the case management team. Plans are reviewed annually or more frequently as required.

Students whose behaviour does not improve either after participation in targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention are provided with intensive behaviour support.

3. Intensive behaviour support: Behaviour Support Team
Bohlevalle State 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 in order to enable them to continue to engage in learning. These students are represented by the red area in the triangle above and require a tertiary level of support.

The Tertiary Behaviour Support Team:
• works with 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 all members of SWaET, Guidance Officer, HOSeS and deputy principals to achieve continuity and consistency.
The Intensive Behaviour Support Team (SWaET, DPs, HOSeS and GO) uses a case-management approach. Following Student 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 also includes individuals from other agencies already working with the student and their family and a representative from the school's administration. The case management approach may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented
- referral for discussion at the Student Services Meetings (held fortnightly);
- referral to Guidance Officer for assessment and preliminary behavioural support;
- referral to Behaviour Support Teacher as part of SWaET for consultation or support;
- full team collaboration to undertake a functional behavioural assessment;
- the development of an Individual Behaviour Support Plan and Risk Management Plan (refer to Appendix 9);
- more regular and intensive counselling with the school Guidance Officer;
- modified timetable/reduced attendance at school (Negotiated Education Plan);
- Teacher Aide support through school or regional behaviour funding; and/or
- recommendations to parents/caregivers to access outside agencies for support.

A support plan will be developed and the student's progress toward behavioural goals monitored.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will consider individual circumstances.

5. Consequences for unacceptable behaviour

Bohlevale State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis during dedicated PBL lessons, as well as providing interesting and stimulating curriculum delivery. The behaviours taught are outlined in our School-Wide Expectations Teaching Matrix (Page 3) and define behaviours required in particular contexts, including travel to and from school. When unacceptable behaviour occurs, the behaviour is related directly back to our Matrix. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour through a shared understanding of the Matrix and the Minor and Major consequences.

Minor behaviours are recorded on OneSchool by class teachers to inform early behaviour interventions and provide full school data for focus PBL lessons.

Bohlevale State School's Minor and Major Recording Form is utilised by staff to record and refer incidents that have occurred outside of the classroom environment (refer to Appendix 4).

Minor and major behaviours

When responding to problem behaviours including travel to and from school, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

Minor behaviours are those that:
- are minor breaches of the school rules;
- are minor breaches of the Code of Conduct for School Students Travelling on Buses;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

Minor problem behaviours may result in but are not limited to the following consequences:
- rule reminder/redirection;
- reteaching the expectation;
- practice of the rule;
discussion with student/s;
move student in the room/alter class seating arrangements;
class meeting;
time out (refer to Appendix 11a);
buddy class (refer to Appendix 11b);
apology;
confiscation (refer to Appendix 1);
Alternative Play option
loss of play time, Bohle Vale State School is a Sun Smart School – no hat, no play
(refer to Appendix 12); and
parent/s or caregiver/s contacted.

Staff may use one or some of the listed consequences depending on the severity of the incident. Specialist teachers and playground supervision teachers, having dealt with minor incidents, report them to the class teacher through the OneSchool referral process. This is to ensure consistency with dealing with minor behaviours and to enable teachers to follow up with students and track how many minor behaviours they have accrued.

When a student displays a repeated pattern of behaviour resulting in a high number of minors a major will be issued.

**Major** behaviours are those that:
- significantly violate the rights of others;
- are dangerous, offensive, violent;
- put others/self at risk of harm;
- are major breaches of the Code of Conduct for School Students Travelling on Buses;
- may require involvement of specialist support staff and/ or Administration;
- result from repeated Minor behaviours (3) of a similar nature which demonstrate a pattern of inappropriate behaviour so as to constitute a Major.

When a Major behaviour incident occurs the immediate action of staff is to deescalate the behaviour and ensure the safety of all involved. Following this an investigation of the incident is carried out by the staff member to find out from those involved and/or witnesses what occurred.

**Depending on the incident, the staff member then works through Major consequences which may include but are not limited to the following:**
- writing out the rule;
- an apology letter;
- mediation;
- contacting parents;
- buddy class (refer to Appendix 11b);
- time out (refer to Appendix 11a);
- restitution – cleaning up any mess;
- an office referral maybe required;
- lunch time detention to complete class work;
- after school detention to complete class work – pre-organised with parents;
- Thinking Room;
- restricted play;
- Alternative Play option
- supervised eating/play;
- referral to bus company for investigation;
- disciplinary action taken by the bus company (refer Code of Conduct for School Students Travelling on Buses)
- referral to Student Services;
- short term disciplinary absence;
- long term disciplinary absence; and
- exclusion.

All Major incidents are then reported to Administration via a referral from OneSchool and for the purpose of tracking data to inform school decisions relating to the system of PBL.
Students may then be required to attend the Thinking Room for their actions. A letter explaining the behaviour and consequence is given to students to take home to parents/caregivers or parents/caregivers are phoned immediately (refer to Appendix 8).

**Thinking Room Procedures**
Students are sent to the area outside Thinking Room to eat their lunch. Attendance at Thinking Room will always be recorded. Students will then speak with an Administration or SWaET member about the major behaviour and complete the consequence for their actions.

Each student will have a particular consequence that relates to the behaviour referral. Examples are conflict resolution, apology letters and writing rule reminders. While in Thinking Room, students will manage their own behaviour within a structure determined by supervisors.

Students who attend the Thinking Room regularly for classroom or playground behaviours may be placed on a behaviour monitoring card (refer to Appendix 5). This card is signed by Staff, SWaET or Administration. If behaviours do not improve then further consequences follow. When students demonstrate appropriate behaviour for a period of time they are taken off the behaviour monitoring card.

The school recognises that partnerships with parents and caregivers and the local community are fundamental to successful educational outcomes for students and to the operation of the Bohlevale State School Responsible Behaviour Plan for Students. A letter will be sent home to parents every time a student attends Thinking Room (refer to Appendix 8).

Parents will be contacted in the event that a student repeatedly chooses not to attend the Thinking Room when instructed to do so, and an after school detention may be organised. After school detention will follow the same process as the lunch time Thinking Room. After school detention can be for a maximum of 30 minutes.

Students who repeatedly receive majors in the playground may be placed in supervised play (Alternative Play option) to learn or practise the social skills required on the playground.

**Relate problem behaviours to expected school behaviours**
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Ensuring consistent responses to problem behaviour**
At Bohlevale State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

**Student Disciplinary Absences**
In exceptional circumstances of serious and/or repeated physical, verbal, non-verbal, property or substance misconduct, disobedience or persistent disruption impacting on the learning of others the following procedures may be used.
Suspension Procedures
This is implemented in line with the Education Queensland policy - Safe, Supportive and Disciplined School Environment. Suspensions are only used after consideration has been given to all other strategies but with due regard to the welfare and safety of other students and staff.

Re-entry to school after suspension is subject to a re-entry meeting conducted by a member of Administration and will result in a re-entry plan to support the student and facilitate their successful return to the school environment (refer to Appendix 7).

Recommendation for Exclusion
This is implemented in line with the Education Queensland policy - Safe, Supportive and Disciplined School Environment. Exclusions are only used after consideration has been given to all other strategies but with due regard to the welfare and safety of other students and staff.

6. 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 keep both students and staff 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 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. This is carried out by the Guidance Officer or a member of the leadership team (refer Appendix 10). If the incident has required initiation of lock down procedures a letter outlining the incident will be sent to parents, a notification may be placed on the Skoolbag APP.
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and/or a student is:

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

Appropriate physical intervention may be used to ensure that Bohlevale 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; or
- leaving a classroom or the school, unless student safety is compromised.

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.

Training
Staff trained in Non-violent Crisis Intervention have their skills regularly updated.

Record keeping
Each instance involving the use of physical intervention must be formally documented. Appendix 10 is an example of the debriefing used for this process. The processes can be found at http://prp.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-incident-recording-notification-and-management.aspx online.

7. Network of student support
Students at Bohlevale State School are supported through positive reinforcement and a system of Universal (Primary), Targeted (Secondary), and Intensive (Tertiary) behaviour support. This network includes but is not limited to:

- Parents
- Teachers
- Support Staff
- PBL Team
- Administration Staff
- Guidance Office
- SWaET
- Behaviour Support Teacher

- Advisory Visiting Teachers
- Stanton Lodge Staff
- Senior Guidance Officer
- School Chaplain
- School Adopt-A-Cop
- Defence School Transition Aide (DSTA).

At Bohlevale State School, the Student Services Team and the SWaET Team provide support to students who require more targeted or intensive support. The Student Services Team consists of the Deputy Principals, members of SWaET, the Guidance Officer, Support Teacher Literacy and Numeracy and the
Head of Special Education Support (HoSES). The Behaviour Support Team includes the Deputy Principals, the Guidance Officer, HoSES and the SwaET including Behaviour Support Teachers (BST).

External 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
- Relationships Australia
- Child and Family Connect
- Parent Connect
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

Bohle Vale 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.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Education(Strengthening Discipline in State Schools) Amendment Bill 2013
- Weapons Act 1990
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- 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
• The Code of School Behaviour
• 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

11. Some related resources
• Bullying. No Way!
• Positive Behaviour for Learning
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Effective Date: February 2018 review to occur in November 2019

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.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi's®, laptop computers, PDAs, Blackberys®, 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.

Certain personal technology devices are 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.

Possible Consequences of inappropriate use:

☐ temporary removal of property/confiscation
☐ banned use of personal technology devices
☐ hand over personal technology devices to police
☐ suspension
☐ exclusion

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

Items removed are to be handed to the office by the teacher.
1. For the first offence the item may be collected by the student at the end of the school day.
2. For the second offence the item will need to be collected by a parent or guardian.
3. A third offence may result in a suspension or other Major consequence at the discretion of the Deputy Principal/Principal.

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. Breach of this may result in suspension.

**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. Mobile phones/IPods at school can interfere in our core business of teaching and learning through:

- Inappropriate or unwanted text messages
- Ringing or messaging in class time
- Use of mobile phone cameras

No responsibility for lost or stolen personal technology devices is taken by the school. However, if they are brought to school, the following rules apply:

- Each Personal Technology Device must be clearly named and left at the office each morning. Students complete the sign in book daily with a description of the device. Students will also be required to sign out their device when collecting from the office.
- If a student has a Personal Technology Device at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. There it will be kept in the secure area until after school. It is the student’s responsibility to collect the Personal Technology Device and it will only be returned after 2.30pm.

**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 Bohlebale 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.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Bohle Vale 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.

There is no place for bullying in Bohle Vale State School. Those who are 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.

Bullying behaviours that will not be tolerated at Bohle Vale 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.

Bullying may be related to:
- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- family or care circumstances.

At Bohle Vale 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. Our shared definition of bullying:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Cyberbullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass or cause emotional harm to others. For more information

Cybersafety in Queensland state schools

The main forms of cyber bullying are identified as:

- **Flaming**: online fights using electronic messages with angry or vulgar messages
- **Harassment**: repeatedly sending nasty, mean or insulting messages
- **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing**: sharing someone’s secrets or embarrassing information or images online
- **Exclusion**: Intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.
Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention
Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide 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 3 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.

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

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.

**STEP 1: TELL THE BULLY TO STOP** (using the physical symbol of crossed arms in front of the body)
This informs the bully that their behaviour is recognised by the victim as of a bullying nature and is violating their right to safety. It demonstrates the victim is willing to identify and enforce their own personal boundaries. It allows the bully to modify their behaviour to avoid further trouble. It also provides a visible signal to others that a person feels unsafe.

**STEP 2: WALK AWAY** (if the bullying behaviour continues)
This removes the power from the bully. Walking away removes the reinforcement for problem behaviour and informs the bully that the victim is willing to protect their right to safety.

**STEP 3: TELL AN ADULT STAFF MEMBER** (if the bullying hasn’t stopped)
Provided the victim has attempted Steps 1 and 2, seeking adult staff-member assistance is not a sign of weakness and is consistently encouraged and taught as a strategy. It is a question of immediacy and staff-members represent the most immediate source of legitimate assistance (power) available to the students at school.
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.

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 Bohlevale 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’.

Bohlevale State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

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

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

Bohle Vale State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Bohle Vale State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Bohle Vale State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Bohle Vale State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Bohle Vale State School engaging in appropriate online behaviour.

Role of social media

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

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

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

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

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Bohle Vale State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

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

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

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

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

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

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

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

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

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

There are significant penalties for these offences.

Bohle Vale State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Bohle Vale State School expects its students to engage in positive online behaviours.
To be used by teacher aides and relief teachers (minors or majors) and when major incidents occur during break times. COMPLETE ALL SECTIONS and send to the office ASAP.

<table>
<thead>
<tr>
<th>Single student</th>
<th>Multiple students</th>
<th>Incident type:</th>
<th>minor</th>
<th>major</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/s and class/es:</td>
<td></td>
<td></td>
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Witnesses:

Referring staff member:

<table>
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<tr>
<th>Time of incident:</th>
<th>☐ Before school</th>
<th>☐ First session</th>
<th>☐ First break</th>
<th>☐ Eating</th>
<th>☐ Play</th>
<th>☐ 2nd break</th>
<th>☐ Eating</th>
<th>☐ Play</th>
<th>☐ Afternoon session</th>
<th>☐ After school</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location:</th>
<th>Reason for referral/Category:</th>
<th>Strategies:</th>
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</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>☐ Bullying/harassment</td>
<td>☐ Followed classroom management plan</td>
</tr>
<tr>
<td>Classroom - outside</td>
<td>☐ Defiant/threat/s to adults</td>
<td>☐ Followed behaviour support plan</td>
</tr>
<tr>
<td>Computer lab - B lower</td>
<td>☐ Disruptive</td>
<td>☐ Loss of privileges</td>
</tr>
<tr>
<td>Computer lab - B upper</td>
<td>☐ Dress code</td>
<td>☐ Major behaviour</td>
</tr>
<tr>
<td>Hall</td>
<td>☐ IT misconduct</td>
<td>☐ Practised rule/expectation</td>
</tr>
<tr>
<td>LOTE lesson</td>
<td>☐ Late</td>
<td>☐ Apology</td>
</tr>
<tr>
<td>PE lesson</td>
<td>☐ Lying/cheating</td>
<td>☐ Behaviour mentoring card</td>
</tr>
<tr>
<td>Music lesson</td>
<td>☐ Misconduct involving object</td>
<td>☐ Buddy teacher</td>
</tr>
<tr>
<td>4/5 toilets</td>
<td>☐ Non-compliant with routine</td>
<td>☐ Classroom detention</td>
</tr>
<tr>
<td>Junior toilets</td>
<td>☐ Physical misconduct</td>
<td>☐ Community service</td>
</tr>
<tr>
<td>Senior toilets</td>
<td>☐ Possess prohibited items</td>
<td>☐ Contract</td>
</tr>
<tr>
<td>Bike racks</td>
<td>☐ Property misconduct</td>
<td>☐ Disable IT login</td>
</tr>
<tr>
<td>Bus lines</td>
<td>☐ Refusal to participate in program of instruction</td>
<td>☐ Individual behaviour support plan</td>
</tr>
<tr>
<td>Bus travel</td>
<td>☐ Substance misconduct involving illicit substance</td>
<td>☐ Individual conference</td>
</tr>
<tr>
<td>Dark blue</td>
<td>☐ Substance misconduct involving tobacco and other legal substance</td>
<td>☐ Letter/phone call home</td>
</tr>
<tr>
<td>Red</td>
<td>☐ Third minor</td>
<td>☐ Litter duty</td>
</tr>
<tr>
<td>Purple</td>
<td>☐ Threats to others</td>
<td>☐ Mediation</td>
</tr>
<tr>
<td>Light green</td>
<td>☐ Truant/skip class</td>
<td>☐ Parent interview</td>
</tr>
<tr>
<td>Pink</td>
<td>☐ Verbal misconduct</td>
<td>☐ Redirection</td>
</tr>
<tr>
<td>Brown</td>
<td>☐ Other</td>
<td>☐ Restitution</td>
</tr>
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<td>Light blue</td>
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<td>☐ Rule reminder</td>
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<td>Dark green</td>
<td></td>
<td>☐ Teacher/student discussion</td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td>☐ Thinking room</td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
<td>☐ Time out</td>
</tr>
<tr>
<td>Thinking room</td>
<td></td>
<td>☐ Withdrawal</td>
</tr>
<tr>
<td>SAKG</td>
<td></td>
<td>☐ Natural consequences</td>
</tr>
<tr>
<td>Admin office</td>
<td></td>
<td>☐ Restorative justice</td>
</tr>
<tr>
<td>Resource centre</td>
<td></td>
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</tr>
<tr>
<td>Other:</td>
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Motivation for Behaviour:

<table>
<thead>
<tr>
<th>Obtain peer attention</th>
<th>Obtain adult attention</th>
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<tbody>
<tr>
<td>Obtain activity or event</td>
<td>Obtain sensory stimulation</td>
</tr>
<tr>
<td>Escape/avoid activity or event</td>
<td>Escape/avoid adult attention</td>
</tr>
<tr>
<td>Escape/avoid peer attention</td>
<td>Escape/avoid sensory stimulation</td>
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Incident details: Indicate what your investigations have determined with as much detail as possible:
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>1st Session</td>
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<td>2nd Session</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3rd Session</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comments</td>
<td></td>
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<tr>
<td>Gotchas</td>
<td></td>
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</tbody>
</table>

**Positive behaviour reward this week:**
Appendix 6
Gotcha

☐ Be responsible
☐ Safe
☐ Successful

Gotcha!
Re-entry from Suspension

Bohlevale State School

Re-Entry from Suspension Plan (example)

Student Name:
Class:
Re-entry Date:
Goals
  • To keep hands and feet to yourself
  • To learn and let others learn

School Support
  • Class Teacher
  • Behaviour Management Support Teacher
  • Administration Staff
  • School Chaplain

Agreement

I, __________________________ will:
  • keep my hands and feet and objects to myself at all times
  • Learn and let others learn.

Breach of Agreement
  • Teacher will use classroom management strategies for minor breaches, which may include
time out, teaching of correct behaviours, withdrawal from class, buddy classroom, loss of lunch
times or thinking room.
  • Administration members will be involved in any major breaches of contract.
  • Responsible Behaviour Plan for Students will be followed in all instances for both positive and
negative behaviours.
  • Parents will be contacted.
  • Possible suspension depending on the incident.

Signatures

Student: __________________________

Parent/Carer: __________________________

Class Teacher: __________________________

Administration: __________________________
Appendix 8
The letter students are sent home with once they have attended Thinking Room

Dear Parent/Guardian,

Your child, ____________________________, has been referred for a major behaviour in accordance with the school’s Responsible Behaviour Plan for Students. This major behaviour required action to be taken by the school.

The school expectations Be Responsible, Safe and Successful have been explicitly taught on an ongoing and consistent basis. Your child has breached these expectations by:

Be Responsible:
- Using disrespectful language
- Swearing at students/adults
- Willfully destroying/damaging school property
- Not following/accepting consequences
- Threatening adults/students
- Continual class disruption
- Consistent bullying
- Continually leaving the learning area
- Refusing to follow adult instructions
- Other: __________________________________

Be Safe:
- Not being sun safe
- Physically assaulting a student/teacher
- Emotionally harming a student
- Continually hitting with hats
- Throwing objects with intent to harm
- Climbing on buildings/trees
- Other: __________________________________

Be Successful:
- Truancy
- Continually being late to class
- Continually using unkind/hurtful comments
- Wearing of offensive/inappropriate apparel
- Other: __________________________________

We would appreciate your support in discussing these concerns with your child. If you would like to discuss the incident further please contact the school on 4729 3555 to arrange an appointment.

Please sign below and ask your child to return this letter to the teacher on duty in the Thinking Room tomorrow. Your child will be required to attend Thinking Room until this letter is returned.

Principal / Deputy Principal / HOSE / ______

I have sighted the above letter regarding inappropriate behaviour at school and have discussed this with my child.

Parent/Carer signature: ________________________ Date: ________________
# BOHLEVALE STATE SCHOOL
## INDIVIDUAL BEHAVIOUR SUPPORT PLAN

<table>
<thead>
<tr>
<th>Student</th>
<th>Year Level</th>
<th>Line Manager</th>
<th>Case Manager</th>
<th>Date</th>
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<tr>
<td>EQ ID</td>
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</table>

**Student Support**

- **✓ Student Services**
  - [ ] SWD (IEP)
  - [ ] Transition
  - [ ] Risk Management
  - [ ] Behaviour
  - [ ] GO
  - [ ] Learning Support

- [ ] BMST
- [ ] PLC
- [ ] FLEXI
- [ ] CHYMS
- [ ] EVOLVE
- [ ] Speech

**Pending Referrals/Action**

- [ ] Student Services
- [ ] SWD (IEP)
- [ ] Transition
- [ ] Risk Management
- [ ] Behaviour
- [ ] GO
- [ ] Speech

**CRITICAL INFORMATION/NOTES**

**POSITIVE BEHAVIOURS and AREAS OF STRENGTH**

- 

**AREAS OF CONCERN**

- 

Template Version Control: 24 January 2014
<table>
<thead>
<tr>
<th>ANTECEDENTS / TRIGGERS / MOTIVATION FOR BEHAVIOURS</th>
<th>ANTECEDENT CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TARGET BEHAVIOUR/S</strong></td>
<td></td>
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<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>GOAL/S (Observable and Measurable)</td>
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<table>
<thead>
<tr>
<th>PROACTIVE STRATEGIES</th>
<th>STUDENT RESPONSIBILITIES</th>
<th>CORRECTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM ADJUSTMENT Content and adjustments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Differentiated learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOCUS SUPPORT &amp; TEACHING (Direct teaching of selected replacement behaviours embedded in whole class and individual intensive Includes support for the adults working with the student)</td>
<td></td>
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</tr>
<tr>
<td>ENVIRONMENTAL FACTORS and Support - (People, places, things)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARENTAL/CARER SUPPORT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIGNATURES</td>
<td></td>
<td></td>
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<tr>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
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<tr>
<td>Deputy Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Escalation Chain and Strategies

### Intervention Strategies

**Intervention strategies – across the cycle**
- Intervene early in the chain by prompting student to use previously taught skills
- Assist student in identifying triggers and problem solving
- Be sure to respond appropriately
- Teach and practice and praise

- Remove seductive objects
- Stimulus satiation
- Remove unnecessary demands
- Rearrange environment
- Eliminate provocative statements & actions
- Change location/time of activity
- Re-deploy people
- Introduce objects/people/statements
- Routine awareness
- De-clutter environment
- Lesson structure
- Space material for student
- Reward system
- Explicit taught expectation
- Explicit consequences
- Be aware of triggers

### Calm Behaviour

- Cooperative
- Follows directions
- Able to receive corrections
- Engages with peers appropriately
- Engages with adults appropriately
- Sets goals for learning
- Other please specify –

### Strategy

- High rates of social success
- High rates of academic engagement with success
- Able to teach and practice replacement behaviours
- Tolerate physical proximity
- Able to be re-directed
- Able to change seating
- Able to give pre-corrections
- Accepts praise and rewards for appropriate behaviour
- Able to ask for expected behaviour
- Responds to parallel praise
- Other – please specify –

### Triggers

- Unresolved conflict with other people
- Deadline or task demands
- Social/academic errors
- Low rates of positive acknowledgement
- Frequent corrections
- Poverty
- Pressure
- Lack of sleep

### Strategies

- High rates of social success
- High rates of academic engagement with success
- Able to teach and practice replacement behaviours
- Tolerate physical proximity
- Able to be re-directed
- Able to change seating
- Able to give pre-corrections
- Accepts praise and rewards for appropriate behaviour
<table>
<thead>
<tr>
<th>Physical Abuse</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>peers ganging up on student</td>
<td>able to ask for expected behaviour</td>
</tr>
<tr>
<td>substance abuse</td>
<td>responds to parallel praise</td>
</tr>
<tr>
<td>health factors</td>
<td>Other – please specify –</td>
</tr>
<tr>
<td>needs denied</td>
<td></td>
</tr>
<tr>
<td>other – please specify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agitation</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-focused activity</td>
<td>parallel praise</td>
</tr>
<tr>
<td>desire to terminate interactions</td>
<td>teach/practice corrective routine – eg buddy class etc</td>
</tr>
<tr>
<td>desire to terminate conversations with teacher/adult</td>
<td>modify work</td>
</tr>
<tr>
<td>easily distracted</td>
<td>ask if you can help</td>
</tr>
<tr>
<td>scrunching up work</td>
<td>move student from other students</td>
</tr>
<tr>
<td>tapping</td>
<td>modify time for tasks</td>
</tr>
<tr>
<td>mumbling under breath</td>
<td>give a short break</td>
</tr>
<tr>
<td>in and out of seat</td>
<td>allow for engagement in preferred activity</td>
</tr>
<tr>
<td>clenching body</td>
<td>allow for independent work</td>
</tr>
<tr>
<td>wandering in the room</td>
<td>allow student to move</td>
</tr>
<tr>
<td>calling out</td>
<td>return to class activity ASAP</td>
</tr>
<tr>
<td>talking with others</td>
<td>give choices</td>
</tr>
<tr>
<td>frequent start/stop on tasks</td>
<td>follow through</td>
</tr>
<tr>
<td>clenched jaws</td>
<td>open body language</td>
</tr>
<tr>
<td>other – please specify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acceleration</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>provocative</td>
<td>calm and respectful tone</td>
</tr>
<tr>
<td>high intensity</td>
<td>short concrete directives</td>
</tr>
<tr>
<td>desire to escape setting</td>
<td>stay focused on original problem (don’t buy into secondary behaviours)</td>
</tr>
<tr>
<td>verbal abuse</td>
<td>high rates of attention of compliance</td>
</tr>
<tr>
<td>intimidation</td>
<td></td>
</tr>
<tr>
<td>swearing loudly</td>
<td>give student a choice and disengage</td>
</tr>
<tr>
<td>breaking minor rules</td>
<td>corrective procedures</td>
</tr>
<tr>
<td>talking louder, higher in pitch, quicker</td>
<td>time out</td>
</tr>
<tr>
<td>changes in eye contact</td>
<td>open body language</td>
</tr>
<tr>
<td>low level destruction</td>
<td>calm voice</td>
</tr>
<tr>
<td>picking up objects that could be used as weapons</td>
<td>personal space</td>
</tr>
<tr>
<td>challenges ‘I will not...you can’t make me’</td>
<td>begin focus on crisis plan</td>
</tr>
<tr>
<td>rocking violently on chair</td>
<td>avoid power struggles</td>
</tr>
<tr>
<td>running around room scattering things off desks</td>
<td>acknowledge cooperation</td>
</tr>
<tr>
<td>arms folded</td>
<td>do not communicate ‘urgency to gain control’</td>
</tr>
<tr>
<td>head down on desk</td>
<td>other – please specify</td>
</tr>
<tr>
<td>questioning</td>
<td></td>
</tr>
<tr>
<td>arguing</td>
<td></td>
</tr>
<tr>
<td>threatening</td>
<td></td>
</tr>
<tr>
<td>whining</td>
<td></td>
</tr>
<tr>
<td>other – please specify</td>
<td></td>
</tr>
</tbody>
</table>

**Peak**

<p>| shouting loudly | student isolation |
| screaming loudly | student moves self |
| damaging property | room cleared |
| moving towards danger | no attention to student |
| climbing trees | ignore and scan |
| climbing rooves | be at a safe distance |
| climbing out of windows | no conversation with student |
| hurting self | no direction to student |
| grabbing others | restraint if in plan and/or if appropriate |
| threaten physically others | other – please specify |
| kicking others | |
| slapping others | |
| punching others | |
| crying | |
| picking up objects to use as weapon | |
| throwing objects at others | |
| trashing room | |
| upturning desks | |</p>
<table>
<thead>
<tr>
<th><strong>De-escalation</strong></th>
<th><strong>Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• throwing chairs</td>
<td>• student isolation</td>
</tr>
<tr>
<td>• throwing desks</td>
<td>• student moves self</td>
</tr>
<tr>
<td>• hyperventilation</td>
<td>• room clear</td>
</tr>
<tr>
<td>• social withdrawal</td>
<td>• no attention to student</td>
</tr>
<tr>
<td>• blaming others</td>
<td>• ignore and scan</td>
</tr>
<tr>
<td>• minimization of problem</td>
<td>• safe distance</td>
</tr>
<tr>
<td>• crying</td>
<td>• no conversation with student</td>
</tr>
<tr>
<td>• denial</td>
<td>• restraint if in plan and/or appropriate</td>
</tr>
<tr>
<td>• hiding</td>
<td>• other – please specify</td>
</tr>
<tr>
<td>• time out</td>
<td></td>
</tr>
<tr>
<td>• rocking</td>
<td></td>
</tr>
<tr>
<td>• foetal position</td>
<td></td>
</tr>
<tr>
<td>• apologetic</td>
<td></td>
</tr>
<tr>
<td>• confusion</td>
<td></td>
</tr>
<tr>
<td>• responsiveness to directions</td>
<td></td>
</tr>
<tr>
<td>• responsiveness to manipulative or mechanical activity</td>
<td></td>
</tr>
<tr>
<td>• other – please specify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recovery</strong></th>
<th><strong>Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• attempts to correct problem</td>
<td>• negative consequences</td>
</tr>
<tr>
<td>• unwillingness to participate in group activities</td>
<td>• restitution</td>
</tr>
<tr>
<td>• social withdrawal</td>
<td>• resume class activities</td>
</tr>
<tr>
<td>• sleep</td>
<td>• praise appropriate behaviours</td>
</tr>
<tr>
<td>• eagerness for independent work</td>
<td>• rule reminder</td>
</tr>
<tr>
<td>• subdued in group work</td>
<td>• no excessive attention to student</td>
</tr>
<tr>
<td>• subdued in class discussions</td>
<td>• other – please specify</td>
</tr>
<tr>
<td>• avoidance of debriefing</td>
<td></td>
</tr>
<tr>
<td>• other – please specify</td>
<td></td>
</tr>
</tbody>
</table>
# Risk Assessment Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Venue:</th>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Behaviour</td>
<td>Description of Behaviour in worst case scenario</td>
<td>Assessment Analysis of Risk Identified</td>
<td>Identified preventative strategies in place for exhibited Behaviour</td>
</tr>
<tr>
<td>Select</td>
<td>Select</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Select</td>
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<td>Select</td>
<td>Select</td>
<td>Select</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LIKELIHOOD</th>
<th>CONSEQUENCES: How severely could it hurt student/someone else</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW LIKELY</td>
<td>VERY HIGH/EXTREME Death, permanent disablement</td>
</tr>
<tr>
<td></td>
<td>HIGH/MAJOR Serious bodily injury</td>
</tr>
<tr>
<td></td>
<td>MODERATE Casualty treatment</td>
</tr>
<tr>
<td></td>
<td>LOW/MINOR First aid only. No lost work time</td>
</tr>
<tr>
<td>VERRY LIKELY</td>
<td>Could happen frequently</td>
</tr>
<tr>
<td>LIKELY</td>
<td>Could happen occasionally</td>
</tr>
<tr>
<td>UNLIKELY</td>
<td>Could happen, but rarely</td>
</tr>
<tr>
<td>VERY UNLIKELY</td>
<td>Could happen, but probably never will</td>
</tr>
</tbody>
</table>
Appendix 10

Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
Appendix 11

Consequence definitions and procedures

[A] Time out
Teachers may use time out as part of their classroom behaviour management plan. Time out refers to the student being moved away from the class but within the classroom or wet area in view of the class teacher for a defined period of time where they are required to complete either the classwork or a reflection sheet. Once completed a student/teacher discussion occurs so that the student can reengage with the learning.

[B] Buddy Class
Teachers may use time out as part of their classroom behaviour management plan. Buddy class refers to the use of a predetermined classroom that a student is taken to by an adult or accompanied by other students for a defined period of time to complete a class task. The student returns to the classroom accompanied by an adult or other students where a teacher/student discussion occurs so that the student can reengage with the learning.
Bohlevale State School
SunSmart Policy

Rationale
Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at school.

With this in mind, Bohlevale State School realises the need to protect children’s skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from exposure to the sun.

Aims
The policy aims to:
- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- Provide environments that support SunSmart practices.
- Create an awareness of the need to reschedule work commitments and outdoor activities to support SunSmart practices.

Procedures
Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of this SunSmart policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year.

Our Commitment
Bohlevale State School will:
- Inform parents of the SunSmart policy when they enroll their child
- Include the SunSmart policy Statement in the school prospectus (parent handbook) and the school web site
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees and purchasing / hiring temporary shade
- Incorporate education programs that focus on skin cancer prevention into the school curriculum
- Encourage all staff to act as positive role models for children in all aspects of SunSmart behaviour and for all adults to wear a broad brimmed hat with at least a 7.5cm brim.
- Seek ongoing support from parents and the school community for the SunSmart policy and its implementation, through newsletters, parent meetings etc.
- Ensure all students wear a broad brimmed hat with at least a 6cm brim and apply SPF30 broad-spectrum, water resistant sunscreen when involved in outdoor activities (applied 20 minutes before going outside)
- Provide classroom or class blocks with SPF30 broad-spectrum water resistant sun cream for students to use, while at any outdoor activity. Teachers to be aware of any possible allergies related to sun cream for students in their class.
- Ensure students without adequate sun protection use shaded or covered areas at recess and lunch times – NO HAT or SUN SAFE SHIRT - NO PLAY
- Encourage all students and staff to wear wrap around sunglasses that meet Australian Standard AS/NZS 1067:2003
• Review the school dress code to confirm with the Queensland Cancer Fund SunSmart clothing guidelines.
• Ensure that, wherever practicable, outdoor activities take place before 10 am or after or after 3 pm. (Australian Eastern Standard Time [AEST])
• Ensure PE lesson timetabling of infant lessons are in the morning sessions, followed by middle school and upper school
• Ensure a school sun smart rules poster is displayed in each classroom and other key areas
• Ensure that adequate shade is provided at sporting carnivals and other outdoor events
• Ensure timetabling of sports/PE units suit the climate of seasons where possible (i.e. covered activities during summer)
• Review the SunSmart policy annually. Ensure promotion of Sun Safety in the weekly newsletter.

Our Expectations
Parents / carers will:
• Provide a SunSmart hat for their child and ensure that they wear it to and from school. The Queensland cancer Fund recommends a 6 cm brim minimum for broad brimmed hats for children.
• Ensure that their child applies SPF30, broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school.
• Ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing that has the following features:
  o Dark-coloured
  o Collars and sleeves
  o Closely woven fabric
  o Natural fibre
• Act as positive role models by practising SunSmart behaviour
• Support the school’s SunSmart policy and help to design and regularly update the policy.

Students will:
• Be aware of the schools SunSmart policy
• Take responsibility for their own health and safety by being SunSmart
• Comply with SunSmart rules and guidelines by wearing suitable hats, clothing and sunscreen
• Apply SPF30, broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors
• Use shaded or covered areas when outdoors
• Act as positive role models for other students in all aspects of SunSmart behavior
• Help to design and regularly update the SunSmart policy
• Participate in SunSmart education programs.

Staff will:
• Be aware of the schools SunSmart policy
• Comply with SunSmart rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
• Act as positive role models for students in all aspects of SunSmart behaviour
Appendix 13
Bohle Vale State School Student Dress Code

Bohle Vale State School has a Student Dress Code which has the full support and endorsement of the P and C and our school community. The school dress code complies with the Education (General Provisions) Act 2006, Part 10 Sections 360 – 363.

School uniform should be worn with pride by students at all times and full compliance with the dress code at all times is expected. The Student Dress Code is referred to in the Responsible Behaviour Plan for Students in accordance with the Education (General Provisions) Act 2006.

Dress Code
To maintain a high standard of pride, to assist students to feel part of our school community and for safety, students are expected to comply with a dress code. This includes:

- **Clean and tidy uniform**
- **White, ankle length socks and appropriate enclosed shoes. Preferred shoe colour is black. Thongs and sandals of any type are not appropriate for school due to safety factors. No closed-in footwear – no play (Workplace Health and Safety)**
- **Permitted jewellery including one pair of sleepers or studs, a watch, religious/medical medallions only**
- **Natural hair colour and style, long hair should be tied back**
- **Wide brimmed plain navy blue hat or plain navy blue sun smart bucket hat – no hat; no play**

School bucket hats (reversible) with the school logo and sports house colour on the other side are available from the school tuckshop. House polo shirts are also available for purchase from the school tuckshop. Items of clothing need to be clearly labelled with the child’s name and year level.

**P-5 Boys School Uniform**
Bohle Vale State School polo shirt with logo and dark navy blue shorts, with or without the BSS logo
House polo shirts can be worn on inter-house sport days and Physical Education lessons days
School bucket hat or a plain navy blue bucket or broad-brimmed hat
Children must wear closed in shoes – joggers are acceptable

**P-5 Girls School Uniform**
Bohle Vale State School polo shirt with logo and dark navy blue shorts, skorts, or skirt, with or without the BSS logo
Shorts/skorts/skirts are to be no shorter than mid-thigh in length
A Bohle Vale SS checked dress is also available
House polo shirts can be worn on inter-house sport days and Physical Education lesson days
School bucket hat or a plain navy blue bucket or broad-brimmed hat
Children must wear closed in shoes – joggers are acceptable

**Year 6 Boys and Girls School Uniform**
Year 6 students may wear the standard uniform as described above. A non-compulsory senior shirt is also available to Year 6 students. This shirt features the names of all Year 6 students and is organised by Year 6 staff during Term 1.

**Winter Uniform**
The winter uniform includes items described above with the addition of a dark navy blue tracksuit.

The following items are not permitted:
“Active wear”, baggy shorts, satin boxer shorts, board shorts, football shorts, denim shorts, leggings, jeans, caps, necklaces, bangles, elaborate earrings, rings, make-up and nail polish.

If girls choose to wear bike shorts under their school uniform skirt or dress, the bike shorts must be navy blue and not visible below the hem of skirts. Bike shorts are not an acceptable school uniform item on their own.

Inappropriate and unsafe garments include singlets, tank tops, sleeveless tops, and imprinted items including logos or slogans are not permitted under the dress code.
Undershirts or shorts which are visible while the uniform is being worn will be required to be removed.

**Responding to Breaches of the Student Dress Code**
If a student wears to school apparel not consistent with the Student Dress Code, the following will occur
The item of apparel will be temporarily confiscated.
(a) If it is a hat, jewellery etc. the student can readily do without it without undue hardship
(b) If it is a shirt, shorts or skirt, we have supply of clean uniform items of varying sizes in the office which
students can borrow and return laundered a day or two later.
(c) If this is not possible parents will be contacted and asked to provide the student with suitable school
uniform items

Students will not be permitted to represent the school on sports trips, excursions or any other event outside of
the school if they are not fully compliant with the student dress code.