

BREMER STATE HIGH SCHOOL

Responsible Behaviour Plan for Students



Effective 2015 - 2017



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Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Bremer State High School is committed to providing a safe, supportive, disciplined learning environment for our students to achieve their best possible outcomes in learning and personal growth by providing quality learning experiences which are supportive of lifelong learning.

Bremer State High School is a large modern campus which services the retail-industrial and residential communities of Ipswich, its surrounding rural areas and Amberley Air Base. The communities represent a range of socio-economic levels reflected in the wide diversity of student educational and vocational requirements.

Consultation and Review

The school community plays a pivotal role in the development and implementation of **Bremer's Responsible Behaviour Plan for Students**. Students, staff, parents and other stakeholders have had the opportunity to provide feedback. Data collected through surveys and records of attendance, truancy, unexplained absences, cancellations, suspensions, Discipline Improvement Plans and exclusions, behaviour incidents including bullying and cyber bullying has been analysed. Other inappropriate online behaviour including cyberbullying, inappropriate use of mobile phones or other electronic devices have also informed **Bremer's Responsible Behaviour Plan for Students**.

As this is a key document, procedures are reviewed and updated throughout the year. An updated plan is available during Term Four annually. Changes are communicated to staff, students, parents and the wider school community through a variety of media including information sessions, P&C meetings, written and electronic forms including the weekly Deans' News.

The Plan was endorsed by the Principal and the President of the P&C and will be reviewed in 2017 as required in legislation.

Learning and Behaviour Statement

Bremer's Responsible Behaviour Plan for Students acknowledges that behaviour should be viewed within a context that recognises the many purposes and responsibilities of schooling. This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Behaviour is viewed as an integral part of the teaching process and not something that occurs in isolation. To focus on behaviour we focus on how students learn most effectively and the best ways to teach the curriculum to cater for students' individual learning styles and basic needs. We believe that if Bremer offers quality programmes and safe, supportive, disciplined learning environments, students will have the opportunity to maximise their potential.

Staff are provided with ongoing professional development and training throughout the year. Students are taught specific behavioural expectations in alignment with the school's philosophy. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, expectations for student behaviour are clear, assisting Bremer State High School to create and maintain a positive and productive learning and teaching environment.

In 2015, our school will begin the implementation of processes to support School-Wide Positive Behaviour consistently across the whole school. All school community members also have clear and consistent expectations and understandings of their role in the educational process. To achieve this, our core school behavioural expectations are summarised by:

Bremer PRIDE:

Perseverance

Respect

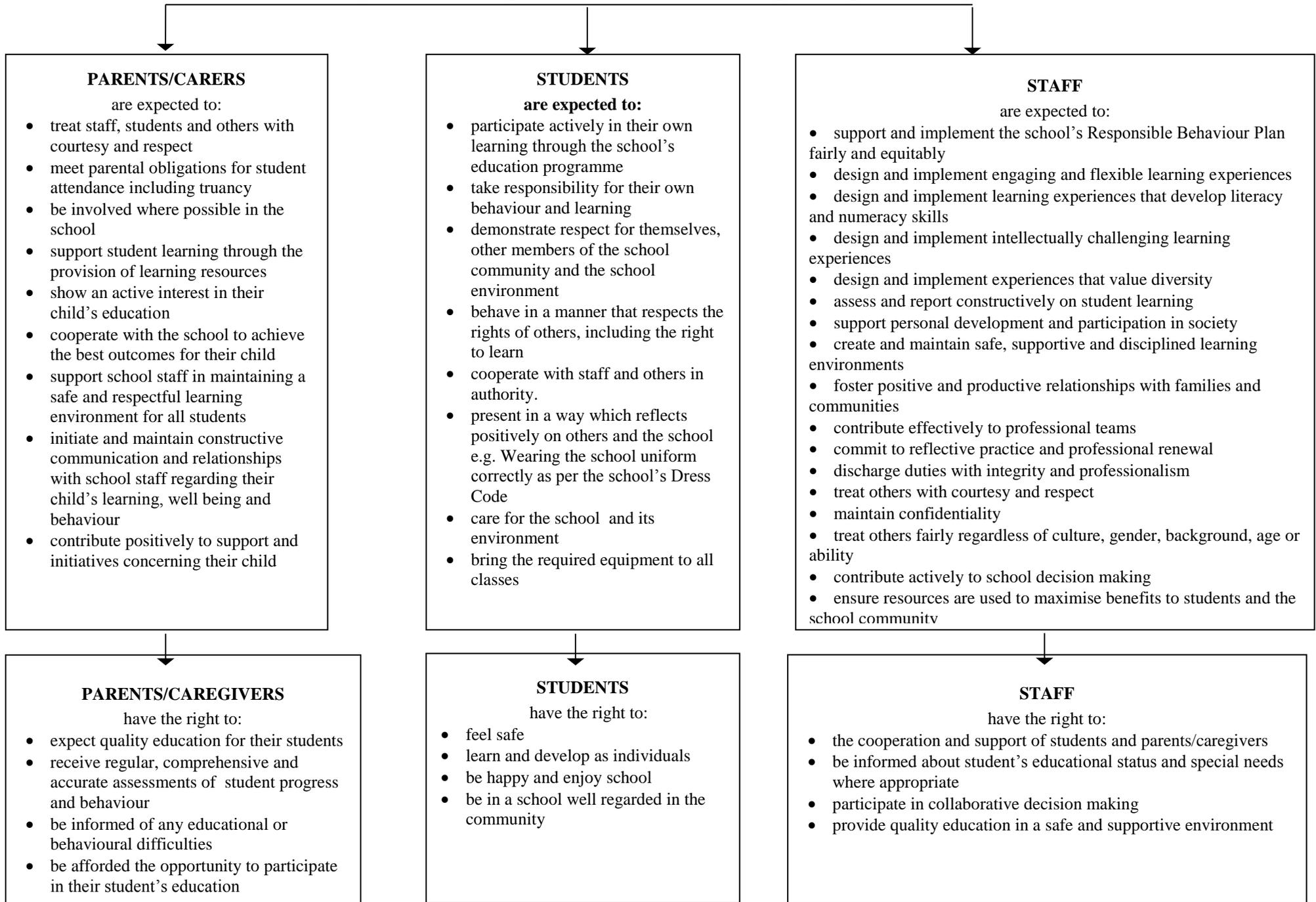
Integrity

Diversity

Excellence through engagement

All members of our school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others at all times.

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



Universal Support

Bremer State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Students are explicitly taught behaviour and expectations.
- A dedicated section of the school newsletter and Deans' News enables parents to be actively and positively involved in school behaviour expectations.
- The regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programmes in the Bremer State High School's Responsible Behaviour Plan for Students delivered to staff
- A set of behaviour expectations in specific settings has been attached to our PRIDE attributes. The Behaviour Expectations Matrix outlines rules and specific behavioural expectations in all school settings.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix B The Use of Personal Technology Devices at School)
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix A Anti-Bullying and Harassment Strategy)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix E Working Together to Keep Bremer State High School Safe).
 -

At Bremer State High School, communication of our key messages about behaviour is backed up through reinforcement which provides students with feedback for engaging in expected school behaviours. A formal recognition and monitoring system utilising PRIDE postcards and Pride Levels has been implemented. The purpose of the reinforcement system is to increase the number of positive interactions between staff and students to foster positive relationships within the school. Ongoing training occurs to facilitate this.

A **supportive school community** where students learn in an environment that is physically, socially and psychologically safe has always been a priority at Bremer State High School. Within this community we recognise the complex **relationships** that exist among:

- **learners**
- **parents and care givers**
- **all staff**
- **volunteers**

Processes and procedures for upholding Bremer's Responsible Behaviour Plan are defined in terms of the interlocking **roles and relationships** among:

- **Teachers**
- **Year Co-ordinators**
- **Guidance Officers**
- **Support Personnel including Teacher Aides, members of the Interagency Team and workers from outside agencies**
- **Heads of Departments**
- **Deans**
- **Deputy Principals**
- **Principal**



Bremer State High School

PRIDE Behaviour Expectation Matrix

“Right Place, Right Time, Right Thing”

	<i>CLASSROOM</i>	<i>PLAYGROUND</i>	<i>CANTEEN/LIBRARY</i>	<i>SCHOOL EVENTS/ASSEMBLY</i>	<i>OFFICE AREA</i>	<i>IN THE COMMUNITY/ TO AND FROM SCHOOL</i>
<i>PERSEVERANCE</i>	<ul style="list-style-type: none"> Attend school every day Follow staff directions Follow classroom routines and sit in seating plan 	<ul style="list-style-type: none"> Follow staff directions Stay within year level areas 	<ul style="list-style-type: none"> Follow staff directions 	<ul style="list-style-type: none"> Follow staff directions 	<ul style="list-style-type: none"> Follow staff directions 	<ul style="list-style-type: none"> Follow staff directions
<i>RESPECT & RESPONSIBILITY</i>	<ul style="list-style-type: none"> Line up and be ready for class before the bell Store hats and electronic devices away safely in bags Use polite and appropriate language 	<ul style="list-style-type: none"> Leave the school grounds tidy Kicking of balls is to occur on the oval only Treat others with respect Use polite and appropriate language 	<ul style="list-style-type: none"> Remove hats and bags before entering Speak politely to students, staff and volunteers 	<ul style="list-style-type: none"> Sit in alphabetical order in your form class Store hats and electronic devices away safely in bags Stand during the National Anthem 	<ul style="list-style-type: none"> Use polite and appropriate language Remove hats before entering 	<ul style="list-style-type: none"> Use polite and appropriate language Follow road and safety rules Line up behind barricades at bus stop
<i>INTEGRITY</i>	<ul style="list-style-type: none"> Wear full school uniform Be prepared for class with all necessary equipment Obtain permission to leave the classroom and carry a note Leave the classroom tidy 	<ul style="list-style-type: none"> Wear full school uniform Maintain a clean and tidy area 	<ul style="list-style-type: none"> Wear full school uniform Wait in queue 	<ul style="list-style-type: none"> Wear full school uniform Leave the hall tidy Leave food and drinks outside 	<ul style="list-style-type: none"> Wear full school uniform 	<ul style="list-style-type: none"> Wear full school uniform Display behaviour that represents the entire school community by showing Bremer PRIDE
<i>DIVERSITY</i>	<ul style="list-style-type: none"> Show consideration for the learning of other students 	<ul style="list-style-type: none"> Show consideration for the safety of others 	<ul style="list-style-type: none"> Show consideration for the rights of other students 	<ul style="list-style-type: none"> Show consideration for the diversity of students, staff and speakers by maintaining attention and not speaking 	<ul style="list-style-type: none"> Show consideration for students and staff and visitors 	<ul style="list-style-type: none"> Show consideration for the community and show PRIDE in Bremer’s reputation
<i>EXCELLENCE THROUGH ENGAGEMENT</i>	<ul style="list-style-type: none"> Engage in the classwork and participate Submit drafts and assessment by the due date Contact the teacher or arrange to catch-up on classwork if absent Complete assigned homework 	<ul style="list-style-type: none"> Demonstrate safe and suitable behaviour 	<ul style="list-style-type: none"> Listen to and follow 	<ul style="list-style-type: none"> Be engaged in what is happening on assembly and participate in school events 	<ul style="list-style-type: none"> During class time only present in the office with a note from a teacher 	<ul style="list-style-type: none"> Represent the school in extra-curricular events by displaying PRIDE

TARGETED SUPPORT

In a supportive and well-disciplined school approximately 10% to 15 % of students may occasionally need additional targeted support, specific adjustments or programme intervention. Targeted support is typically delivered in small groups to the identified population. These students are identified through data as needing extra support with their behaviour. In most cases, these behaviours are not severe. However the frequency of these behaviours may put these students' learning and social success at risk if not addressed and supported.

Time out cards, behaviour monitoring books, checking daily with the Year Level Coordinator, timetable and class adjustments, academic support and BASE programme are some examples of the range of support available. Discipline Improvement Plan or an Individual Management Plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

INTENSIVE SUPPORT

In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and / or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. When unacceptable behaviour occurs, students experience predictable consequences. We seek to ensure that responses to behaviour are consistent and proportionate to the behaviour. One School is used to record Major and Minor behaviour.

Student disciplinary absences are to be used after consideration has been given to the nature and severity of the behaviour and after consideration has been given to all available responses.

The Bremer State High School's intensive intervention procedures that respond to chronic problem behaviour and which support continued learning engagement are described below. These may include:

- An in-school referral process for teachers seeking assistance
- A team-based approach for providing intensive individualised support that includes a high frequency of adjustments
- Use of behaviour data for the accurate identification of students requiring individualised support
- Flexible and / or alternative individualised learning options
- District, regional and state behaviour support options
- A range of consequences in response to breaches of the school's Responsible Behaviour Plan for Students.

EMERGENCY RESPONSES OR CRITICAL INCIDENTS

The Bremer State High School's responses to *emergency situations or critical incidents* involving severe problem behaviour are detailed below.

- A clear definition of an emergency situation or critical incident
 - Refer to Critical Incident Management Plan and Lockdown Procedures
- A clear definition of severe problem behaviour
 - Physical misconduct e.g. fighting
 - Substance misuse e.g. drugs/alcohol
 - Property misconduct e.g. theft/vandalism
 - Verbal abuse of staff e.g. swearing at a staff member
- De-escalation procedures
 - Refer to Staff Handbook
- Record keeping requirements (e.g. incident report, debriefing report, health and safety incident report)
- Notification processes and record of contact with parent of student/s who are involved in an emergency situation or critical incident involving severe problem behaviour.

PHYSICAL INTERVENTION

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

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

Appropriate physical intervention may be used to ensure that Bremer State High School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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.

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 reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Time out	Staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. This may include sending a student to Peer Support (Buddy Class). Some students have a time out card specific to that student's needs and circumstances.
Detention	Staff may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. Detentions can be lunch, Faculty or Administrative. A non-school day detention may be imposed at the discretion of the Principal.
Temporary Removal of Property	Staff have the power to temporarily remove property from a student as per the procedure <u><i>Temporary Removal of Student Property by School Staff</i></u> .

School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.
Discipline Improvement Plan	A Principal may develop and implement a Discipline Improvement Plan if the Principal believes that this would assist the student with their behaviour. <i>A Discipline Improvement Plan</i> requires the student to undertake support to improve their behaviour as arranged by the school's principal. The programme must be: <ul style="list-style-type: none"> ▪ appropriate to the challenging behaviour ▪ designed to help the student not to re-engage in the challenging behaviour ▪ reviewed as necessary
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ a breach of a Discipline Improvement Plan
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational programme provided at the school. There are high expectations that students of post compulsory age must fulfil. Students who regularly fail to attend classes, who regularly fail to work in class, who regularly fail to complete assessment requirements, who regularly fail to do homework and/or bring class/work requirements are deemed to be non-compliant with the participation requirements of the school and will face cancellation of their enrolment. Parents will be informed as soon as it appears that their child is facing this process and will be given the opportunity to be involved as the process progresses.

The Network of Student Support

Students at Bremer are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

Parents, Teachers, Heads of Departments, Deans, Deputy Principals, Principal, Guidance Officers, School Chaplain, Year Level Coordinators, School Based Youth Health Nurse, Success Coach, Youth Support Coordinator, Community Education Counsellor, Defence Transition Mentor, Student Leaders, Welcoming Committee and other Support Staff.

Support is also available through government and community agencies:

Child Youth Mental Health, Young People's Health, Women's Health, Kambu, Sexual Health, Aboriginal Legal Aid, Disability Services Queensland, Reconnect, Lifeline, Kid's Help Line, Parent Helpline, Family Planning, Eating Disorder Group, Rape Crisis Helpline, Ipswich Community Youth Service, Ipswich Youth Support Shelter, South West Legal Services, Children of the Dreaming, Pregnant and Parenting, ATODS, Department of Child Safety, Child Protection Investigation Unit, Juvenile Justice, General Practitioners, Paediatricians, Psychologists, Bremer TAFE, Apprenticeships Queensland and It's Up to You.

Consideration of Individual Circumstances

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

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

To ensure alignment with the Responsible Behaviour Plan when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Related Legislation

- [*Commonwealth Disability Discrimination Act 1992*](#)
- [*Commonwealth Disability Standards for Education 2005*](#)
- [*Education \(General Provisions\) Act 2006*](#)
- [*Education \(General Provisions\) Regulation 2006*](#)
- [*Criminal Code Act 1899*](#)
- [*Anti-Discrimination Act 1991*](#)
- [*Commission for Children and Young People and Child Guardian Act 2000*](#)
- [*Judicial Review Act 1991*](#)
- [*Weapons Act 1990*](#)
- [*Work Health and Safety Act 2011*](#)
- [*Work Health and Safety Regulation 2011*](#)
- [*Right to Information Act 2009*](#)
- [*Information Privacy \(IP\) Act 2009*](#)

Related Policies

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

Some Related Resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)

Principal

P&C President

Dress Code 2015

Full Bremer SHS Dress Code 2015

**Accepted by the Executive Members of the P & C Association on 24 March, 2015
To be endorsed by the P & C Association on 19 May, 2015**

Effective Date: 24 March 2015 to 31 December 2017

Appendices

Appendix A : ANTI-BULLYING AND HARASSMENT STRATEGY CONTEXT

At Bremer SHS, as a Health Promoting School (HPS), we actively promote the health and well being of the school community and encourage the utilisation of HPS model in all activities being undertaken to address specific health issues within the school.

ANTI-BULLYING/HARRASSMENT

Bullying/harassment can be defined as a way to achieve by exercising power over others. It is quite deliberate and often persistent. Bullying/harassment interfere with the rights of another to feel safe and to be shown respect. Bullying/harassment can be achieved through:

- Physical behaviours (e.g. striking, kicking, gestures, damaging or taking belongings.)
- Verbal behaviours (e.g. name calling, teasing, insulting, racist remarks.)
- Emotional/psychological behaviours (e.g. spreading rumours, exclusion from social group, persistent mockery, manipulation of friendship group.)
- Cyber bullying (eg; mobile phones, internet, Facebook, and e-mail)

In many cases bullying/harassment is based on differences such as:

- Gender, racial background, religious or cultural beliefs, sexual orientation, ability and disability, socio-economic status and differences between people.

Bullying/harassment behaviours are not tolerated at Bremer State High School. Any student or group of students, who choose to seriously bully/harass another member of the school community, are also choosing serious consequences.

STRATEGIES & PROCESSES

- All members of the school community (e.g. teachers, student bystanders-individually and in groups, parents) are responsible for the elimination of bullying/harassment.
- All adults in the school community should be aware of the need to conduct themselves in a way that provides a positive role model to students in the school.
- Address the issues of bullying/harassment through professional development e.g. conflict resolution,
- curriculum programs e.g. HPE curriculum
- intervention programs e.g. anger management and referral to outside agencies
- All complaints of bullying/harassment should be treated seriously and dealt with in a way that does not further alienate or over-identify students who are bullied or bullies. This incorporates the issue of confidentiality.
- All complaints should be dealt with as quickly as possible.
- Students who have been harassed/ bullied should be given the opportunity of ongoing support, supervision and counselling.
- Students are encouraged to advise the teacher most immediately in charge about any concerns. The majority of incidents are best handled by the staff member who observes the behaviour. The seriousness of a concern should be assessed by that teacher according to the specific circumstances and the effect of the incident on the student.
- The student must be encouraged to take responsibility for reporting any continuing inappropriate behaviour. This may be to Teacher, Form Teacher, Head of Department, Dean, Year Co-ordinator, Guidance Officer, a member of the Administration, or a member of the Support staff. (trusted adult)

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Print
- Block/delete
- Report

Bremer State High School will then investigate and respond to incidents of cyberbullying within the constraints of the school's authority. Bremer State High School may refer parents and issues to the Queensland Police Service for support.

PROCEDURES (after an incident/s have been observed/reported)

- The school will keep adequate records of all bullying/harassment incidents. This will most commonly be reported onto one school.
- The school will work with parents of the bullied (as appropriate) to assist their student to avoid being bullied/harassed in the future.
- The school will support the bullied-recipient of bullying/harassment, and will assist the student in order to assure that they are not bullied in the future.
- The school will initially assist the bully to change their behaviour (e.g. resilience building, behaviour management).
- Further transgressions will require individual counselling with appropriate personnel (e.g. Guidance Officer, School Based Youth Health Nurse, other).
- Resistance to behaviour change and repeated offences will lead to consequences ranging from detention, through suspension to exclusion.
- Where possible, the school will work with the parents of the bully to establish joint strategies for behaviour modification.

- Bremer State High School, as a Health Promoting School, does not tolerate bullying and will work with home and school in an effort to reduce and eradicate bullying from the school environment.

It is everybody's responsibility to STOP BULLYING

Appendix B : The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students should not bring valuable personal technology devices like cameras, digital video cameras, MP3players or other audio devices to school as there is a risk of damage or theft.

Confiscation

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

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

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 to the teaching and learning process associated with them. However, if they are brought to school, they must be turned off and out of sight during all assemblies, ceremonies and all classes unless otherwise stated. If a teacher requires a student to use a personal technology device for a specific reason during a lesson, the teacher will give the student permission to use the personal technology device for that task and that lesson. This is a limited permission. Personal technology devices may only be used at Major and Minor breaks and before and after school. Mobile phones are to be turned off and not left on silent.

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

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

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

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Electronic communication

The sending of text messages that contain offensive or obscene material including images and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline (including suspension and recommendation for exclusion) and possible referral to QPS. Students receiving such communications at school, should ensure they keep the message as evidence and bring the matter to the attention of staff.

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

Inappropriate behaviour outside of school hours

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

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, iPhone, iPod, iPod Touch or iPad, and similar games, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature*

Appendix C : APPROPRIATE USE OF INTERNET

CONTEXT

Our Computer Usage Policy has been developed consistent with the Education General Provisions Act (EGPA) 2006, and Education Queensland guidelines.

PRINCIPLES OF USE

Internet usage is governed by the school's Computer Network and Internet Usage Policy and Agreement Form. Students agree to responsible use of the school's internet access and computer systems.

CONSEQUENCES FOR MISUSE

Access to the school's computer network and internet is a privilege which may be removed for breaches of the Responsible Behaviour Plan and Computer Network and Internet Usage Policy. Decisions on breaches of these policies will be made by relevant staff.

SUMMARY OF PRACTICE

- Students are provided with access to school computer systems and internet
- Students agree to responsible use of computer systems and internet
- Consequences may be applied for breaches of policies

Appendix D : DRUG STRATEGY

As a Health Promoting School, Bremer State High School is committed to reducing drug related harm to all members of our school community through:

1. implementing relevant and current teaching and learning practices.
2. developing procedures for managing drug related incidents within a supportive school environment.
3. engaging members of the community in the development and support for the drug strategy, including individual members of the school population.

The School's Drug Strategy is aligned with the Responsible Behaviour Plan. All drug related incidents and behaviours are therefore managed in accordance with the guidelines as defined within the School's Responsible Behaviour Plan and Drug Strategy.

Each case is dealt with as outlined by the flowchart of responses and consequences.

Level of Involvement	Response
1. Unsubstantiated information of drug-related activities at school or other not communicated to teachers or administration.	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Investigation/consequences by administration as deemed appropriate ▪ Referral to parents/guardians as deemed appropriate
2. Requesting supply of drugs from another student on school premises. Request not fulfilled.	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Investigation/consequences by administration as deemed appropriate ▪ Referral to parents/guardians
3. Involvement via proximity of an activity, in the presence of others using or supplying.	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Referral to parents/guardians ▪ Consequences by administration as deemed appropriate
4. Coming intoxicated/ or under influence of drugs into school premises/ school functions or school excursions. (No substance found)	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Referral to parents/guardians ▪ Consequences may include suspension/exclusion and referral to Interagency member (e.g. Guidance Officer, School based Health Nurse, other)
5. Smoking tobacco or in possession of smoking related implements on school premises, at school functions, school excursions or anywhere that a student may be recognised as a Bremer State High School student.	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Referral to parents/guardians ▪ Consequences may include suspension/exclusion ▪ Offer of QUIT programme (if available)
6. Repeatedly smoking tobacco on school premises, at school functions, school excursions or anywhere that a student may be recognised as a Bremer State High School student.	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Referral to parents/guardians ▪ Meeting with the parents/ guardians ▪ Referral to QUIT programme at school ▪ Referral to Interagency member-school based health nurse , ATODS ▪ Consequences may include suspension/exclusion
7. Using alcohol on school premises, at school functions, school excursions or anywhere that a student may be recognised as a Bremer State High School student..	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Health and illegality warning ▪ Referral to parents/ guardians ▪ Consequences may include suspension/exclusion Referral to Interagency member or outside health provider.
8. Supplying alcohol and or the repeated use of alcohol on school premises, at school functions, school excursions or anywhere that a student may be recognised as a Bremer State High School student.	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Health and illegality warning ▪ Referral to parents/ guardians ▪ Consequences may include suspension/exclusion ▪ Referral to Interagency team member or outside health provider.

<p>9. In possession of any quantity of an illegal drug or prescription drugs on school premises, at school functions, school excursions or anywhere that a student may be recognised as a Bremer State High School student.</p>	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Health and illegality warning ▪ Referral to QPS ▪ Parents/ guardians notified ▪ Consequences may include suspension/exclusion ▪ Referral to outside agencies
<p>10. Sale or supply of any quantity of an illegal drug or prescription drugs on school premises, at school functions, school excursions or anywhere that a student may be recognised as a Bremer State High School student.</p>	<ul style="list-style-type: none"> ▪ Referral to Principal or Delegate ▪ Referral to QPS ▪ Parents/ guardians notified ▪ Recommendation for Exclusion

APPENDIX E: WORKING TOGETHER TO KEEP BREMER STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Bremer State High School:

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

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

What kinds of knife are banned?

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

At Bremer State High School, Deans, Deputy Principals and the Principal may take action against a student who brings a knife to school.

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

How can parents help to keep Bremer State High School safe?

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

